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ABSTRACT

This handbook, the outcome of the Institute, gives abstracts of the major presentations by Institute contributors intended to be helpful to administrators of adult supplementary vocational-technical education programs in administering, evaluating, and improving such programs. Presentations cover the topics of: Full funding of education, needs assessment, vocational education staff development, resources and sources of curriculum development, adult supplementary programs evaluation, supportive services, and educational implications of the Comprehensive Education and Training Act (CETA). Questionnaires, diagrams, and other materials for use by administrators are also included. The appendix provides flow charts for organizing adult programs in the areas of administration, technical and industrial education, home economics health education, and business education; the Institute evaluator's report is also included. (SH)

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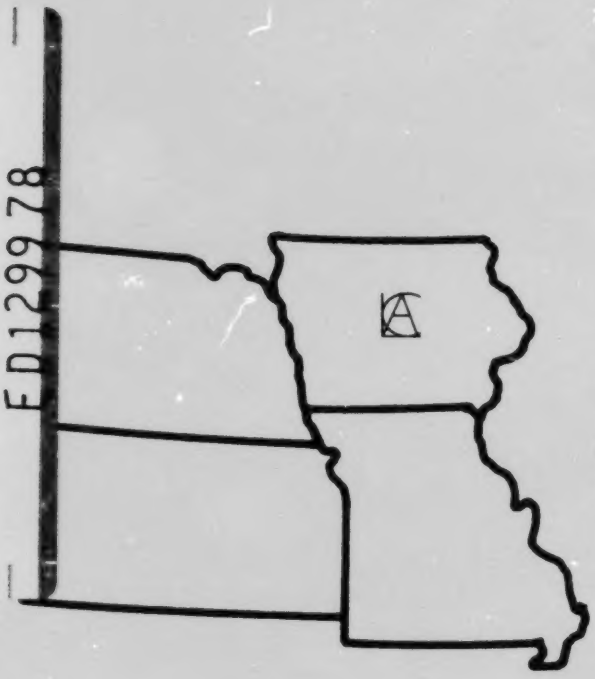

A FOUR STATE REGIONAL INSTITUTE FOR SELECTED ADULT, SUPPLEMENTARY, AND VOCATIONAL EDUCATION DIRECTORS AND COORDINATORS

First Session: March 28-31, 1976

Scheman Continuing Education Center
Iowa State University
Ames, Iowa 50011

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Adult Coordinators Handbook

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Preface

This four state regional institute for adult, supplemental, and vocational education directors and coordinators was instituted as a result of needs and concerns expressed by coordinators from previous studies in the state of Iowa, as well as growth and concern for the tremendous development of adult supplementary and vocational programs in the four state region. It was felt by Iowa state University and the Iowa State Department of Public Instruction that administrators and coordinators could benefit from a professional development institute to cope more effectively with the education of adults.

One of the unique features of this grant was the opportunity to plan the program to meet the needs of the four states through the content and implementation assistance advisory council made up of two local adult directors or coordinators from each of the states, identified by their respective State Departments of Public Instruction. This council proved invaluable to Iowa State University staff in planning and carrying out the details of the conference. Any success for planning and execution must be shared with this council.

We are indeed indebted to the three outside evaluators and their contributions to the effectiveness of the evaluation process. Special thanks is given to Mr. Allen Meyer, Iowa State Department of Public Instruction, for his help and assistance in getting the project funded.

Irene Beavers

William Wolansky

Co-Directors

INTRODUCTION

The Four State Regional Institute for Selected Adult, Supplementary, and Vocational Education Directors and Coordinators funded by the HEW, Education Profession Development Act - Part F was planned, developed and implemented with the assistance of members of the Content Implementation and Assistance Council.

This council was made up of representatives from the four states, Iowa, Kansas, Missouri, and Nebraska. Early joint planning by persons with considerable experience in adult vocational education representing four states contributed much to the success of this Institute.

The objectives of this institute were:

a. To discuss and disseminate information pertaining to the administrative structure and philosophy of adult supplementary vocational education within the region.

b. Identify the need and strategies for improving program quality and staff in adult vocational supplementary education programs.

c. Identify educational needs, target populations to be served, and set program priorities for adult supplementary vocational education.

d. To explore the need for and use of guidance and counseling services for implementing the vocational career model for adult supplementary vocational education students.

e. Explore curriculum materials for adult supplementary vocational programs.

f. Identify methods and techniques for strengthening programs through better relationships of business and industry to meet their needs.

g. Identify and marshall resources of the Institution to more effectively develop program supervisory skills of the director to improve his own operation.

One of the outcomes of the Institute was to compile a handbook representing the major presentations by the Institute contributors which would be helpful to the local administrator of adult vocational technical education programs in administering, evaluating, and improving such programs.

This handbook should be viewed as another resource which will contribute to improved programming and management of the rapidly emerging adult vocational technical education programs in all of our communities. It is not an exhaustive resource, but it does represent a beginning point. Hopefully each adult vocational technical coordinator will supplement it with other prepared and available resources.

Many individuals and organizations have contributed to the success of this Regional Institute. Their concerted efforts provided the impetus and expertise to insure the success of this endeavor.

The project staff acknowledges the contributions of the members serving on the Content Implementation and Assistance Council, executive officers of the Missouri Valley Adult Education Association, speakers whose papers are contained herein, the participants of the Institute, external evaluators, ISU staff at the Schemann Center, and Mr. Allen Meyer, Adult and Career Development Consultant, Department of Public Instruction of Iowa, who worked diligently with the project staff from the conception

of the idea to its implementation stages. The project staff recognize and offer special appreciation to all who are deserving credit.

Dr. William Wolansky
Dr. Irene Beavers
Co-directors of the Project

Victor Bridges
Janelle Saunders
Graduate Project Assistants

ABSTRACT
KEYNOTE SPEECH
MR. CHARLES W. LEE
EXECUTIVE DIRECTOR
COMMITTEE FOR FULL FUNDING OF EDUCATION

Mary Jolley could not be here tonight because she is very busy in Washington working on Vocational Education Act changes and on the area of educational appropriations for the coming year. Mary is involved with both the authorizing and the house budget committees.

Chairman O'Hara of the Post Secondary Education subcommittee of the House Committee on Education and Labor is also working to increase appropriation funding because he feels there is much interest and work to be done in adult education. The Labor-HEW Education Appropriation Subcommittee is also considering increased funding for Adult Education 1976.

Since all of the people here are involved in adult education, it would seem that each of you need to let these Committees know how you feel about these proposed increases. By contacting your own representatives, it just might tip the scales in our favor. Justify your needs in your own areas for additional service. The higher base you can get in 1976, the easier it will be to get money in 1977 and '78.

Appropriations go through the Appropriation's Committee. To receive funding you must justify your program to them, initially and annually. The Budget committee sets the ceiling for the Appropriation's Committee, and when ceilings are set, uncontrollables are not considered. Therefore, if costs go up, separate funding must be requested.

A move is on the way to have Education funded separately so it will not be under this type of monetary pressure. At the present the Budget Committee is working on an amendment to Title I of the Higher

Education Act, that would fund life-long learning. This might be of interest to each of you and so you might want to let this committee know how you feel on this issue.

It is important for you to establish good lines of communication with your own senators and congressman. Write them and get on their mailing lists. Give them input about what you think they should be recommending to the committee. Show them what you are doing with federal money you receive. Contact the representative's home office and make arrangements to get them on your campuses. When they are there, take advantage of the opportunity to increase communication with the community.

Be persistent in your claims for funding for educational systems. Thirty-two per cent of the total population is engaged each year in the process of teaching or being taught. The pay-off or return for funding is tremendous. Without it, none of our natural resources can be converted for use.

Our political institution are set up in such a way that all major policy decisions are resolved through the legislative process. The men and women who make these decisions would much rather listen to practitioners in the field who know their subject. However, action won't happen with every letter, but the more letters sent, the sooner there is a feeling on the Hill that something ought to be done. Find out what is happening. Utilize the services of your congressional offices.

It is the Congress of the United States and the President of the United States who make decisions for us collectively. And I am willing, because it has worked for 200 years, to trust in the good judgement of the informed Congress when it comes to meeting the needs of education, and that will continue as long as you do your part with your colleagues in presenting them with the facts they need to come to rational decisions.

ABSTRACT
NEEDS ASSESSMENT
EUGENE E. DUBOIS

Adult education, as a legitimate segment of education has finally come of age. No longer do educational functionaries look with suspicion upon programs designed specifically for adults. Indeed, some of the most status conscious institutions now view the adult student and adult programs as viable and worthy extensions of their educational enterprise.

We need only look at the number of colleges and universities which have initiated new programs with a variety of formats in order to attract the adult student, as though they never existed prior to the present period of retrenchment.

Included with the sudden expansion of adult education, as well as its sudden universal acceptance, there is a growing sense of specialization and professionalism. Over three decades ago, Horton attempted to determine those factors or characteristics which he believed identified a profession, these were:

1. A profession must satisfy an indispensable social need and be based upon well-established and socially acceptable principles.
2. It must demand an adequate professional and cultural training.
3. It must demand the possession of a body of specialized and systematic knowledge.
4. It must give evidence of needed skills which the general public does not possess - that is, skills which are partly native and partly acquired.
5. It must have developed a scientific technique which is the result of tested experience.
6. It must require the exercise of discretion and judgement as to the time and manner of the performance of duty. This is in contrast to immediate direction and supervision.

7. It must be a type of beneficial work, the result of which is not subject to standardization in terms of unit performance of time element.
8. It must have a group consciousness designed to extend scientific knowledge in technical language.
9. It must have sufficient self-impelling power to retain its members throughout life. It must not be used as a mere stepping stone to other occupations.
10. It must recognize its obligation to society by insisting that its members live up to an established and accepted code of ethics.[1]

Writing much later (1960) Martin Chamberlain identified the characteristics of the competent professional adult educator:

1. A belief that most people have potentiality for growth.
2. [illegible]agination in program development.
3. Ability to communicate effectively in both speaking and writing.
4. Understanding of the conditions under which adults are most likely to learn.
5. Ability to keep on learning.
6. Effectiveness as a group leader.
7. Knowledge of his own values, strengths, and weakness.
8. Open-mindedness -- i.e., willingness to accept other's ideas.
9. Understanding of what motivates adults to participate in programs.
10. Strong commitment to adult education.[2]

While these writers have been cited in the literature as having assisted our field in providing it with a much needed theoretical base, they did not direct themselves to the question: Are we meeting the needs of our constituency?

Just as program evaluation often appears to be the least important

programmatic factor to the practitioner, so has the systematic assessment of needs.

Edmund J. Gleazer, Jr. in his paper "After the Boom...What Now for the Community College" has established a set of continuing objectives for two-year colleges, which probably has a much wider applicability to all adult education agencies.

1. Current, accurate, and comprehensive information about the community and how the institution is serving its community.
2. Access to information that enables the college to develop its human resources consistent with rational needs and trends.
3. A comprehensive plan expressed in terms that can be understood and supported by the community.
4. The ability to justify its need for resources and to demonstrate that they have been used effectively.[3]

Needs Assessment

An often recognized, however seldom implemented method of determining community service or adult education programming, is systematic needs assessment. Authorities in the literature have frequently stated that the determination of needs by program directors and administrators is of paramount importance, if the institution is to meet the needs of its constituency.

In recent years, the quantification of data for decision making has increased in its sophistication. The tools of research, the language of cybernetics, and the manipulation of statistical formulae has tended to develop a cult of research specialists, possessing knowledge and skills peculiar to a select few. Thus, many competent community service programmers

have either been reluctant to employ these specialists. refused to obtain the requisite skills, or have failed to develop alternative means by which they might assess the needs of their communities in order to more readily serve their constituencies.

Two current needs studies which will have applicability to the field are the Arizona State University study and the United States Civil Service Commission studies. While national in scope, they provide us with two examples of how needs assessment may be applied to the wider social system of adult education.

Utilizing the Delpi method, Mark H. Rossman and Richard L. Bunning utilized the 197 professors of adult education in the United States and Canada. From this population, 70% agreed to participate. The results should provide a futuristic kaleidoscope of the necessary competencies for the adult educator in the coming decades.

The Delpi method requires several administrations of lengthy questionnaires in order to deduce a set of agreeable or at least consistant statements regarding phenomena. This procedure is probably too time-consuming and too complicated for most practicing adult educators.

The United States Civil Service Commission through Neal E. Chlofsky is developing a competency-based curriculum for trainees in the Federal Government. This project is one of several within the government attempting to increase the effectiveness of employee development specialists or training practitioners, an apparent perceived need.

It is anticipated that the data from this study will indicate the availability of graduate adult education courses that may be adapted for inclusion in a competency-based graduate curriculum, in addition to other disciplines.

This study is not necessarily attempting to determine the needs of a specific population, however, it is focusing on the general needs of personnel, and what mechanisms might be applicable to the specific learning needs of the general population within the Federal government who provide the training function.

Unlike compulsory education, the adult education administrator generally does not have a captive audience. His program must meet the specific needs of his constituency. Although the increasing tendency for professional organizations to require continuing education for license renewal has accelerated in recent years, and certainly will have an impact on the field.

It is foremost that the adult educator identify his constituency before embarking upon a needs assessment program. The collection of data, no matter how relevant, however from the wrong or inappropriate population will undoubtedly result in unsatisfactory information. Thus, every agency, institution, or organization will have distinctly different constituencies and no one particular means of assessing needs would necessarily be applicable to every organization.

In general, however, three major groups, each probably having sub-groupings constitute the constituencies the adult educator must consider in program planning, the individual, or organization and the community.

The Individual

The needs of the individual participant is probably the most obvious. A survey of the enrolling population as well as the potential enrolling population may provide information quite different in response. The experiences of participants with the existing program might tend to skew the response, however, the potential population might have encountered new problems or new areas of interests while the enrolling group was in study, thus their

needs might be perceived as different.

Group discussion, general sesssons, and the obvious behavior exhibited by the participants in attempting to obtain more information in their classes, through the library and other information sources such as the mass media would provide an informal needs assessment.

The Organization

Organizations as collections of people and thus social institutions also have needs, and these need to be recognized. Usually these are well established through policy statements and administrative directives. However, while there is usually a formal as well as an informal administrative structure, the prudent administrator should recognize that the organizational needs might also be equally as overt as well as covert.

Data regarding the organization might be obtained by open-ended interviewing the leadership of the agency, as well as those persons engaged in the every day operation of the agency.

Other means of data gathering might be an in-depth survey questionnaire which might be keyed to specific areas of particular expertise or interest within the organization, thus resulting in a gestalt or composite of the total organization.

Additional data might be gleaned from government reports, management records, and tests. The latter would be particularly helpful in determining training needs.

The Community

The community as visualized by the adult educator will vary according to the service area or perceived constituency as defined by the organization

or the imagination of the enterprising administrator. This type of information is usually obtained through a community survey in which all segments are surveyed in order to determine the needs and interests of the community.

While the formal survey may be the most scientific of the three categories presented here, other means perhaps not as reliable, however, equally vital, if the adult educator is to obtain the kind of data necessary for adequate program planning. For example, a walking tour of the community, meeting people in the supermarket, pool rooms, and clubs provide a realistic impression of community needs, as well as a mind picture of the service area by talking to the people.

Special groups or panels such as clergymen, businessmen, social workers, librarians, school teachers and counselors all have impressions of the community from their particular perspective and insight. Many organizations have made use of advisory committees. These autonomous, yet extremely knowledgable committees have been indispensable in providing first-hand information regarding community needs.

A Case Study

One institution, Florida Junior College at Jacksonville, determined that in order for it to meet the needs of its service area, Duval and Nassau Counties in northern Florida, a needs assessment was warranted. This one case study embodies some of the elements we have been discussing.

The first step in the Jacksonville design was to determine the objectives of such a survey, what did the college need to know? Secondly, the objectives and survey had to be compatable with the research design.

Needless to say, the design had to be low cost and capable of obtaining the needed information in a reliable manner in a relatively short period of time.

It was vitally important that a randomness of the population be obtained. For example, if the college was to obtain information from former students, then the population sample would have to include former students exclusively. However, this particular survey was of community needs, thus a random sample of the service area was important.

Florida Junior College at Jacksonville determined the seven following objectives for their assessment of community needs after a series of meetings with the College personnel and an analysis of capabilities of the survey design:[4]

1. To assist the College in improving and expanding the educational programs offered in the Jacksonville area.
2. To assist the College in gearing its programs to meet educational needs as felt by members of the community.
3. To assist the College in evaluating the effect of its promotional efforts within the community.
4. To assist the College in its efforts to facilitate attendance through the removal of barriers to attendance.
5. To assist the College in providing information to the entire community.
6. To assist the College in evaluating the quality of its programs and their impact on the community.
7. To assist the College in program planning based on potential community demand for programs.

Research Design

The staff determined that randomness and the actual mechanics of conducting the survey would best be achieved through personal interview with a sample size adequate enough to make projections for sub-groups of the population. The Bureau of the Census Standard Metropolitan Statistical Area maps were utilized. The areas to be surveyed were divided into grids of 250 average population, naturally the size of the various grids varied due to population density. The grids were then assigned numbers using a table of random numbers, obtaining a sample of 250 grids.

After determining the point nearest to the center of the individual grid as the interview location, four nearby residences were selected through another random procedure, and an interview conducted at each residence. This procedure is known as Multi-stage Cluster Sampling.

Florida Junior College used students, who were trained in interviewing techniques in two-day training sessions.

The students used their own automobiles, and were paid at a rate for the use of these autos at 10¢ per mile. This was fully within the alloted budget, since the students conducted their interviews in the same location and could work in teams of four.

The Florida Junior College personnel has cautioned other colleges in designing their own needs assessment:

> Provision must also be made for a computer program capable of analyzing the survey results. This program should be able to calculate absolute and relative frequencies for each question and be able to do analysis for subgroups, identified either by population characteristic or by the way questions were answered. For this purpose Florida Junior College at Jacksonville developed its own program. However, if they are available, many canned programs will do the job.[5]

Considerable care must be given to the design of the survey instrument. The usefulness of the entire survey is dependent upon the quality of the instrument, including its reliability and validity. For example, the wording of the questionnaire must be precise and very specific for the actual wording may raise different images resulting in a multiplicity of interpretations by the various subgroups. The Jacksonville staff suggests more than one question relative to a particular issue, thus reducing the effect of poorly worded questions, allowing for the measurements of attitude strength.

It is interesting that the Jacksonville staff felt that the best interviewers were those students who had an outside interest in the project, and could thus relate the experience to their college classroom work. Heavy emphasis should probably be placed upon the recruitment of students from political science, sociology, statistics or related areas.

Conclusion

The reason an adult education program or any other social institution exists, is to serve the needs its constituency has come to expect, or has determined it requires. When an institution no longer fulfills these needs, some other competing institution begins to emerge and fills that void. Indeed, the community college itself filled the void, ignored for so long by the more traditional institution of higher education and even the public schools, thus Florida Junior College at Jacksonville has continued to serve as a significant force in its local community.

Ad I have said elsewhere regarding the new student, still holds true today:[6]

> ...in less than two decades there has been a significant change in the world of education. The buildings were there, but a different student appeared. He was more likely to be Black or Chicano, he was more likely to be less academically oriented, he was more likely to be poor, he was more likely to be older, he was more likely to have travelled abroad, he was more likely to have interrupted his education he was more likely to be highly motivated, and he was more likely to be self-directed than in any other time in our educational history.
>
> These new students are not of the same breed of the fifties. They have caused the colleges painfully to change. The traditionally oriented faculty, the college in residence, saw all that they held dear falling down around them. The proms and dances, fraternity hazing, the fraternity systems, course requirements, foreign language, the classics, commencement, and worst of all, faculty evaluation by students was part of that change.
>
> The reality of this, however, is that this is the case. The real world has changed, and the democratization of the wider social system has affected the household of learning. The new student insists upon having a voice and some control over his existence, both in the classroom and in his life.
>
> This change may be a bitter fact for those educators who resist change, however, the fact remains true, and unless institutions recognize this change and are cognizant of its implications and

> the exigence of adjusting to this change, then the alternative forms of learning will naturally arise. And if they prove to be superior alternatives, then they deserve to arise.

To continue the present practice of providing traditional course offerings and services to a population based upon past experiences is dysfunctional to the institution and to the community it is charged to serve.

Summary

In summary, what has been presented here, has been a gestalt of the increasingly necessary function of the adult educator. The present state of the art has yet to become a major and significant function for most practitioners. However, examples of attempts to bring about a major emphasis for this function have illustrated not only the need, but also the status of that function.

Presented here has been two national studies, wide in their scope and significant for the field as program planning mechanisms.

Three constituency groups, the individuals, the organization and the community provide convenient starting points for analyzing the publics to which the agency or institution directs its activities.

Lastly the case study of Florida Junior College at Jacksonville provides a real situation in which the organization related to its constituency and community in order to obtain data for decision making based upon a needs assessmenet.

Only through a continuing, scientific, and systematic needs assessment can a college, agency, or any adult education enterprise be reasonably assured that it is meeting the felt or perceived needs of its constituency. The extent to which the institution determines the essentiality of the scientific approach may vary, however, it behooves the agency to attempt to determine these needs before embarking on any adult education function.

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5. Ibid., p. 2.

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Needs Assessment Instrument

_____ Community College is interested in finding out what kinds of needs and interests older people have and what kinds of programs and activities they would like to see developed. In order to get this information, your help is needed by filling out this brief form. Below, in the left column, are listed 20 statements describing feelings, both good and bad, that older adults often feel. In the right column are 20 examples of activities, courses, or programs which a community college might develop. Please choose the statements in the left-hand column that best describe your feelings about yourself. Next, draw an arrow from <u>each</u> of these descriptions to the activity or program that you think would make you feel even better about a good feeling, or would help to improve a bad feeling. In other words, connect statements describing how you feel with activities you would like to see developed because of those feelings.

Feelings

1. I am often lonely.
2. I don't know where to go to get information on programs.
3. I don't feel that I'm making the most of my talents and knowledge.
4. I feel powerless to change most of the financial and housing problems I face.
5. I feel isolated and homebound.
6. I like meeting new people.
7. I am confused about what benefits I am eligible for.
8. I miss the routine of work.
9. I feel oder people are discriminated against.
10. I have difficulty in getting around the city (town).
11. I enjoy having increased leisure time.
12. I don't know much about options for retirement.
13. I don't feel needed unless I'm accomplishing something specific.
14. I don't think other people understand the problems elders face.
15. I need help in finding where to go for specialized help.
16. I don't have enough to keep me busy.
17. I feel I'm presently dealing quite well with my retirment, but there may be future problems I haven't foreseen.
18. I have to feel useful to be happy.
19. I think there are many laws and policies which should be changed.
20. I am worried about eventually having to to into a nursing home.

Activities

1. Learning a new language.
2. Meeting with a counselor and a small group of elders to discuss how to cope with retirement and/or widowhood.
3. Being trained to help care for young children.
4. Going on field trips to local points of interest.
5. Attending a hot lunch or other programs with other older adults.
6. Learning how to deal with and negotiate with local, State and Federal agencies.
7. Learning about the effects and the problems of growing old in this society.
8. Having one central place to go and get information or just talk to other elders.
9. Volunteer work several days a week.
10. Learning about my legal rights and the law as it affects older people.
11. Attending a film series.
12. Being trained to assist and inform other elders.
13. Learning about Social Security, health, and other benefits for elders.
14. Having a bus or van available for special shopping and medical trips.
15. Learning how to understand and overcome the myths and stereotypes of aging.
16. Taking courses in literature or world events, etc.
17. Learning what local programs exist that are especially for elders.
18. Having a home-care service to provide help for ill or homebound persons.
19. Learning how to organize with other adults to help each other.
20. Being trained to work several hours a week at a part-time job.

COMMUNITY SERVICES EVALUATION

Name (optional)_____

Class Title_____

Date_____

Your cooperation in completing and returning this form will provide the Community Services staff and instructors valuable information that can be used in assessing this course and in developing and planning courses to be offered in future semesters. To return the form, please either present it to the student assistant or mail it to the office of Community Services, College of San Mateo, 1700 West Hillsdale Boulevard, San Mateo, California 94402. Please accept in advance our appreciation.

1. How did you learn of this course?

___ Community Services brochure

___ Community Services flier

___ Newspaper supplement

___ Newspaper article

___ Newspaper

___ Announcement from a club or organization

___ A friend

___ Other_____

_____

2. Have you ever taken a Community Services course before?

___ Yes ___ No

Please list courses

_____

_____ _____

_____ _____

3. Is the length (number of hours and meetings) of this course

___ too long

___ satisfactory

___ too short

4. Is the material in this course

___ outstanding

___ excellent

___ satisfactory

___ acceptable

___ too complex

___ too elementary

5. The instruction in this course is

___ superior

___ excellent

___ satisfactory

___ acceptable

___ too elementary

___ disorganized

6. Please rank the instructor's grasp of and ability to organize the material.

Instructor's name _____ Instructor's name _____

___ 1 lowest score

___ 2

___ 3

___ 4

___ 5 highest score

___ 1 lowest score

___ 2

___ 3

___ 4

___ 5 highest score

7. Please rank the instructor's treatment of persons in the class (courteous, helpfull, etc).

___ 1 lowest score

___ 2

___ 3

___ 4

___ 5 highest score

___ 1 lowest score

___ 2

___ 3

___ 4

___ 5 highest score

8. Would you recommend this course to your friends or business associates?

___ Yes ___ No

9. Would you enroll in another class taught by the same instructor if the instructor were teaching a different subject?

___ Yes ___ No.

10. Do you find both the location and physical facilities for this course to be adequate, pleasant and acceptable?

___ Yes ___ No

11. What general comments do you wish to offer concerning the material, instructor, instruction and course value?

12. Please list other courses which you would like to have offered in Community Services.

13. Please list any problems you encountered in enrolling in this course (mis-information, inadequate information, delay in receiving registration materials or any related problems).

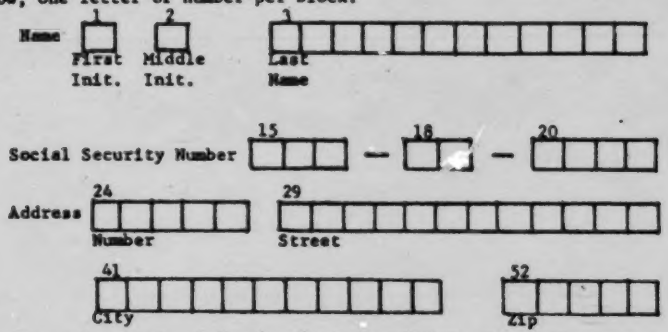
Community Services Survey

LOS ANGELES COMMUNITY COLLEGE DISTRICT

We are conducting this survey to assist us in being more responsive to the needs of the community. The survey asks for information about YOU and about YOUR participation in Community Services activities at this college.

If you have already completed this survey in another class, you need not complete another at this time.

Please print your name, social security number, and address in the blocks below, one letter or number per block.



Please answer each question below by placing an "X" in the circle next to your answer: ⊠
Please choose only one answer per question.

57 Are you...

① Male
② Female

58 What is your age?

① Under 18
② 18 - 25
③ 26 - 35
④ 36 - 45
⑤ 46 - 55
⑥ 56 - 60
⑦ Over 60

59 What is your marital status?

① Single
② Married
③ Divorced
④ Widowed
⑤ Other

60 Which of the categories below best describes your current job status?

① Professional
② Managerial
③ Own business
④ Sales/clerical
⑤ Skilled trade/technical
⑥ Homemaker
⑦ Unskilled
⑧ Unemployed
⑨ Retired

61 What is the highest educational level that you have completed?

① None
② Elementary school
③ High school
④ Occupational certificate
⑤ Associate degree
⑥ Bachelor's degree
⑦ Master's degree
⑧ Doctorate

62 How many hours per week are you employed (in or out of the home)?

① None
② 1 - 9 hours
③ 10 - 19 hours
④ 20 - 29 hours
⑤ 30 - 39 hours
⑥ 40 or more hours

63 What is your racial/ethnic background? (optional)

① American Indian/ Native American
② Black/Negro
③ Mexican American
④ Oriental/Asian
⑤ Puerto Rican
⑥ American Samoan
⑦ Other Caucasian
⑧ Other Non-Caucasia

64 Please estimate your total yearly family income:

① Less than $6,000
② $6,000 - $8,999
③ $9,000 - $11,999
④ $12,000 - $15,999
⑤ $16,000 - $19,999
⑥ $20,000 - $24,999
⑦ $25,000 - $29,999
⑧ $30,000 or over

65 How did you <u>first</u> learn about this community services class? (Check only one.)

① Radio station
② Word of mouth
③ Newspaper
④ Newsletter
⑤ T.V. station
⑥ Community Services brochure
⑦ College class schedule
⑧ Other: _____

29

66 How many Community Services classes have you taken before this class?

① None
② 1 - 2
③ 3 - 4
④ 5 - 10
⑤ More than 10

67 How many Community Services classes are you taking now?

① One
② Two
③ Three or more

68 At which college?

① East Los Angeles College
② Los Angeles City College
③ Los Angeles Harbor College
④ Los Angeles Mission College
⑤ Los Angeles Pierce College
⑥ Los Angeles Southwest College
⑦ Los Angeles Trade-Technical College
⑧ Los Angeles Valley College
⑨ West Los Angeles College

69 What is the single most important reason you are taking this class? (Check only one.)

① Personal interest/fulfillment
② Required as part of job
③ Opportunity to learn in a non-graded situation
④ To assist with my college classes
⑤ Get out of the house
⑥ Social contact
⑦ Learn hobbies
⑧ No charge
⑨ Other:_____

70 Is the class offered in a convenient location?

① Yes
② No

71 Are you currently enrolled in regular college classes for credit?

① Yes
② No

72 Are you currently enrolled in an adult education class at your local high school?

① Yes
② No

In which of the following Community Services events have you participated during the last year? (You may check more than one.)

73 ① Cultural programs (music, dance performance, theater, film series, art gallery, ethnic activities, etc.)

74 ② Recreational programs (sports facilities and leagues, swimming, etc.)

75 ③ Lectures on various topics

76 ④ Personal development (career center, mobile advisement, senior citizens, women's programs, etc.)

77 Have you been issued a Senior Citizens Gold Card through the Community Services Office?

① Yes
② No

78 If you hold a Senior Citizens Gold Card, by which college was it issued?

① East Los Angeles College
② Los Angeles City College
③ Los Angeles Harbor College
④ Los Angeles Mission College
⑤ Los Angeles Pierce College
⑥ Los Angeles Southwest College
⑦ Los Angeles Trade-Technical College
⑧ Los Angeles Valley College
⑨ West Los Angeles College

Thank you for your participation in this survey.

30

LOS ANGELES COMMUNITY COLLEGE DISTRICT

USING GEOSYSTEMS TECHNIQUES IN PLANNING COMMUNITY SERVICES PROGRAMS

by

Arthur N. Cherdack, Ph.D.

A Paper Presented To The
National Conference on Community Services in Community Colleges
San Diego, California
March 4, 1976

OFFICE OF EDUCATIONAL RESEARCH AND ANALYSIS

Arthur N. Cherdack, Director

Our large multicampus community college district has successfully used several available technical "computerized" tools to identify regions with low and high community college participation and attendance rates. This paper will (a) describe the technical "software" tools employed in our system, and (b) discuss the practical applications of the system for potential users, and in particular, for community services planners.

Several years ago the District authorized a major research project geared at learning more about the attendance patterns and participation rates of its residents. From what locations were students coming to attend classes? What regions were contributing large numbers of students and what regions were not? If such information were known, it was felt that more intensive recruitment, and improved facilities and program planning could be directed toward previously unserved areas.

Through the joint efforts of the Los Angeles City Planning Department, U.S. Census Bureau, and District research and planning personnel, several research tools noted above were installed and are now maintained on our computer system. The process of developing and utilizing our system is explained below.

"Geosystems" is defined as matching information to geographical places on the earth. Data to be matched and geographically plotted in our project were the residence locations or house addresses of students as provided on our student record files. One of our tools is called "ADMATCH," or Address Matching, a computer program developed by the Census Bureau. ADMATCH compares the student house address to the County Address Coding Guide, and assigns a census tract identifier to each address. One product of this process is a listing of the number of students by census tracts attending each of our District colleges. Another computer program is called "SYMAP" or Simulated Mapping, which allows us to geographically portray this same information. Figure 1 is a map that was developed using this technique and illustrates the attendance pattern for regularly enrolled students at one of our colleges. Once the number of students being contributed from each District census tract is known, it is then a simple process to compute the percentage of the tract

population that this number represents. Census tract population figures were obtained from 1970 Census Summary tapes already available on our system. Figure 2 is a map that was constructed to illustrate college participation rates. The District is in the process of relating other available demographic data to the census tract level for planning purposes.

This relatively inexpensive planning system is applicable to all types of educational institutions. It provides a basis for "needs assessment," which may be defined as identifying localities needing educational services. It allows us to target areas for survey research and marketing techniques designed to discover what services residents most desire and what type of delivery modes (i.e. television, community services, outreach classes) are most relevant. It can assist in determining the need and location for a new site, community services, or outreach program. Also, it allows one to define college service areas both as localities we now serve and as localities we should be serving. Since certain demographic, agency, and student information can also be plotted on the house address information, we are able to study and compare other student variables such as ethnicity, veteran status, sex, income, and age, as they relate to non-student population. For example, using Geosystem techniques we can determine whether the percentage of minority students attending a college from a specific region is representative of the ethnic population of the same region, or if the income level of our student body is similar to that of the District population. Since our system allows us to aggregate the numbers of census tracts to any size up to the total size of the District, we can choose practically any region we wish to study and analyze. Aggregating information for regions has been helpful in describing the demographic characteristics of individual college service areas. This can be most useful in obtaining background data to support grant requests.

Geosystems has a number of specific applications for community services planners. For example, using Geosystems techniques one can readily determine (a) if the college is drawing community services participants from the same localities as regularly enrolled students, (b) whether the socio-economic profile of community

services participants is similar to that of regularly enrolled students, (c) whether community services classes are convenient and accessible to the community, and (d) the regions of the District with high and low community services participation rates.

A "mini needs assessment" can also be conducted using Geosystems. It is a fact that an increasing number of agencies (i.e. police, health, welfare, probation, census bureau) now have computerized information aggregated at the census tract level. Once a community services area has been outlined, it is then possible to relate much of these data to the same locality and plan appropriate programs. For example, a community services crime prevention program might be meaningful in areas with high income rates. A community services health program or clinic might be appropriate in regions with high disease rates. Special programs for senior citizens might be planned in areas with a large proportion of elderly. In essence, knowing and understanding community demography can facilitate community services program development.

Clearly, Geosystems is a research tool that has meaning for community services planners. As illustrated, Geosystems has a wide variety of uses, and is relatively inexpensive to maintain. It is a convenient method for maintaining and utilizing available computerized data in the planning process. For these reasons, the community services planners are encouraged to investigate the potential of this system in his/her community college district.

1. Arthur N. Cherdack, Los Angeles Community College District, Geosystems - A Research Tool Useful in Increasing Enrollments and Improving College Participation Rates, A Paper to be presented to the Association for Institutional Research Annual Forum, May 3 - 6, 1976.

2. Arthur N. Cherdack and Albert J. Landini, Los Angeles Community College District, Geosystems - A Useful Tool for Master Planning, Research Report 74-75. July 1974.

3. Office of Educational Research and Analysis, Los Angeles Community College District, Student Residence Locations and Associated Enrollment Data, Community College Data Base Team Interim Report. July 1974.

4. Arthur N. Cherdack, Los Angeles Community College District, Geosystems - As Applied to Business Services, A Paper Presented to the Association of Chief Business Officials California Community College District, San Francisco, California. October 3, 1974.

5. Los Angeles Community College District, Student Residence Locations and Associated Census Data, Community College Data Base Team Interim Report. July 1973.

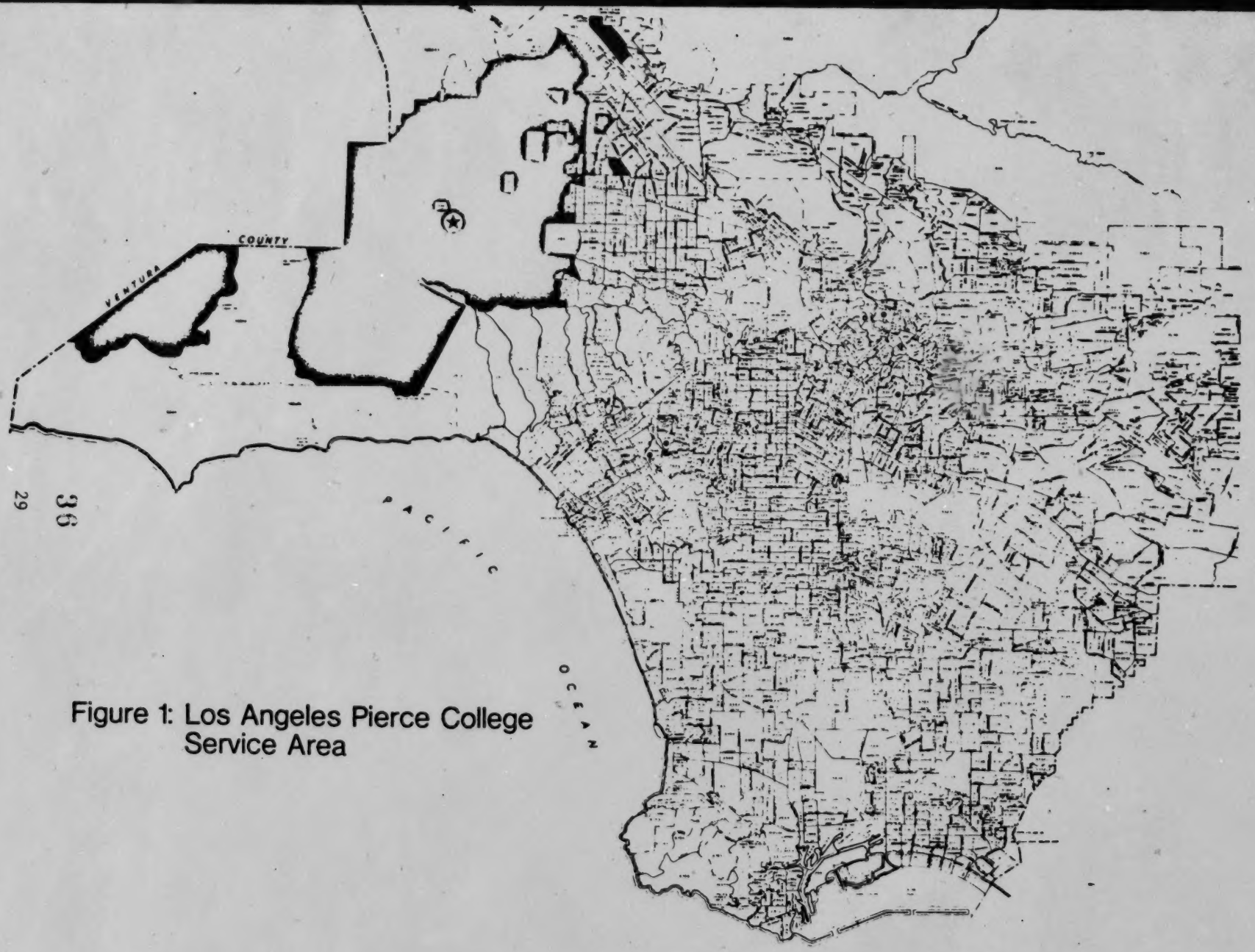
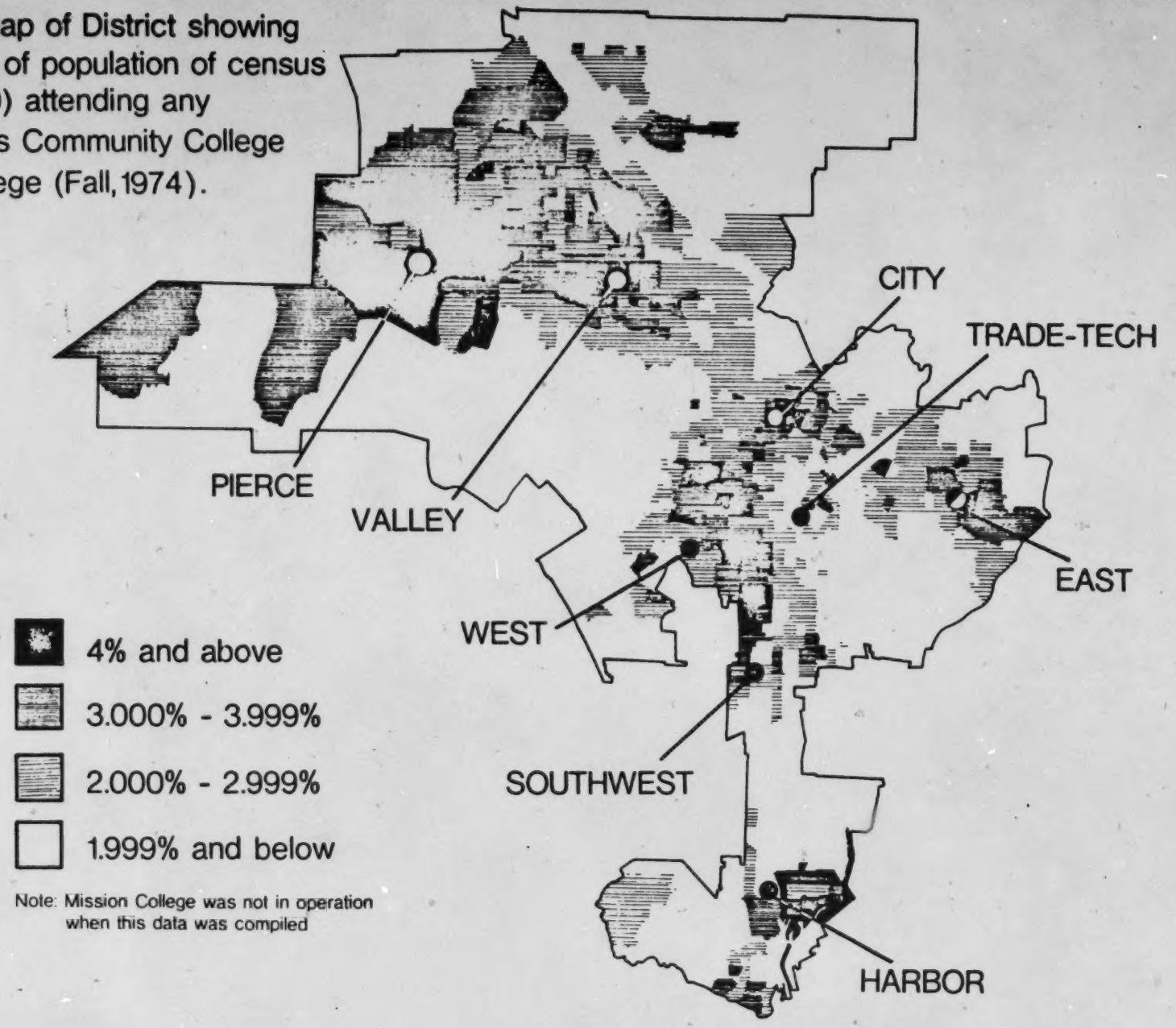


Figure 1: Los Angeles Pierce College
Service Area

Figure 2: Map of District showing percentage of population of census tracts (1970) attending any Los Angeles Community College District college (Fall, 1974).



SANTA BARBARA CITY COLLEGE
COMMUNITY SERVICES QUESTIONNAIRE

Please check your preferences.
(Kindly ignore numbers in parentheses.)

(1-9) 1. Which of the following SBCC on-campus activities would you enjoy attending? (Check all/any applicable items.)

a. College Music Concerts . . . Often __(1) Occasionally __(2) Never __(3)
b. College/Alhecama Theatre . . Often __(1) Occasionally __(2) Never __(3)
c. Noon Forums (e.g., Women's Week, Energy Crisis Series) . . Often __(1) Occasionally __(2) Never __(3)
d. Headliner Concerts (e.g., Count Basie, Stan Kenton) . . . Often __(1) Occasionally __(2) Never __(3)
e. Headliner Speakers (e.g., Dear Abby, Ray Bradbury) . . . Often __(1) Occasionally __(2) Never __(3)
f. Intercollegiate Sports (e.g., SBCC Football) . . . . . Often __(1) Occasionally __(2) Never __(3)
g. Open House Programs (e.g., SBCC Preview Night, Master Plan Unveiling) . . . . . Often __(1) Occasionally __(2) Never __(3)
h. Annual Arts Festival . . . . Often __(1) Occasionally __(2) Never __(3)
i. Other _____ . Often __(1) Occasionally __(2) Never __(3)

(10-14) 2. Would you be interested in participating in recreational activities on campus or at SBCC-City shared facilities, such as the following (Check all/any applicable items.)

a. Tennis at Pershing Park Courts . . . . . Often __(1) Occasionally __(2) Never __(3)
b. Softball at Pershing Park . . . . . Often __(1) Occasionally __(2) Never __(3)
c. Volleyball/Badminton at SBCC Sports Pavilion . . . . . Often __(1) Occasionally __(2) Never __(3)
d. Swimming at Los Banos del Mar Pool . . . . . Often __(1) Occasionally __(2) Never __(3)
e. Other _____ . . Often __(1) Occasionally __(2) Never __(3)

(Continued on reverse side)

(15-24) 3. How do you rate SBCC on-campus and City-shared facilities used for community service and recreational activities, such as the following (Check all/any applicable items.)

a. SBCC Sports Pavilion . Good __(1) Adequate __(2) Poor __(3) No Opin. __(4)
Comment _____

b. College Auditorium . . Good __(1) Adequate __(2) Poor __(3) No Opin. __(4)
Comment _____

c. Campus Center . . . . Good __(1) Adequate __(2) Poor __(3) No Opin. __(4)
Comment _____

d. La Playa Stadium . . . Good __(1) Adequate __(2) Poor __(3) No Opin. __(4)
Comment _____

e. Pershing Tennis Courts Good __(1) Adequate __(2) Poor __(3) No Opin. __(4)
Comment _____

f. Pershing Ball Fields . Good __(1) Adequate __(2) Poor __(3) No Opin. __(4)
Comment _____

g. Los Banos Pool . . . . Good __(1) Adequate __(2) Poor __(3) No Opin. __(4)
Comment _____

h. Classrooms/Lecture Halls . . . . . Good __(1) Adequate __(2) Poor __(3) No Opin. __(4)
Comment _____

i. College Library . . . Good __(1) Adequate __(2) Poor __(3) No Opin. __(4)
Comment _____

j. Other _____
_____ . Good __(1) Adequate __(2) Poor __(3) No Opin. __(4)

(25-34) 4. From which informational sources do you normally learn of SBCC community service activities? (Check all/any applicable items.)

a. Santa Barbara News-Press . . Often __(1) Occasionally __(2) Never __(3)
b. Goleta Valley Today . . . . Often __(1) Occasionally __(2) Never __(3)
c. Carpinteria Herald . . . . . Often __(1) Occasionally __(2) Never __(3)
d. S.B. News and Review . . . . Often __(1) Occasionally __(2) Never __(3)
e. KEYT, Channel 3 . . . . . Often __(1) Occasionally __(2) Never __(3)
f. Cable Television . . . . . Often __(1) Occasionally __(2) Never __(3)
g. S.B. Radio Stations . . . . Often __(1) Occasionally __(2) Never __(3)
(Favorite Radio Stations) . _____
h. SBCC Publicity Mailers . . . Often __(1) Occasionally __(2) Never __(3)
i. Word of Mouth . . . . . Often __(1) Occasionally __(2) Never __(3)
j. Other _____ Often __(1) Occasionally __(2) Never __(3)

(35) 5. Which of the informational sources, in your judgment, is the most effective in providing you with comprehensive and accurate news of SBCC community service activities? (List in order of importance: 1 through 5 or 6.)

a. Daily Newspapers __(1) Weekly Newspapers __(2) Television __(3)

Radio __(4) SBCC Publicity Mailers __(5) Other _____(6)

(36-43) 6. How do you rate access/accommodation considerations in attending SBCC community service activities, such as the following (Check all/any applicable items.)

a. Parking . . . . . Good __(1) Adequate __(2) Poor __(3) No Opin. __(4)
Comment _____

b. Public Transportation Good __(1) Adequate __(2) Poor __(3) No Opin. __(4)
Comment _____

c. Building Identification and Campus Guides . . . Good __(1) Adequate __(2) Poor __(3) No Opin. __(4)
Comment _____

d. Security . . . . . Good __(1) Adequate __(2) Poor __(3) No Opin. __(4)
Comment _____

e. Outdoor Lighting . . Good __(1) Adequate __(2) Poor __(3) No Opin. __(4)
Comment _____

f. Access for Handicapped and Senior Citizens (e.g., Walks, Ramps, Stairs) . Good __(1) Adequate __(2) Poor __(3) No Opin. __(4)
Comment _____

g. Restrooms . . . . . Good __(1) Adequate __(2) Poor __(3) No Opin. __(4)
Comment _____

h. Food Services and Vending Machines . . . . Good __(1) Adequate __(2) Poor __(3) No Opin. __(4)
Comment _____

(44-45) 7. Have you or an organized group with which you are associated ever made use of the SBCC Speakers Bureau? (Check any/all applicable items.)

a. Yes ____ No ____

b. If Yes: Often ____ Infrequently ____

(46-51) 8. Do you have any sugguestions for future SBCC community service programming, such as the following (Check all/any applicable items.)

a. Women's Concerns ____ Comment _____

b. Senior Citizen Activities ____ Comment _____

c. Recreation Programs ____ Comment _____

d. Concerts _____ Comment _____

e. Speakers _____ Comment _____

f. Other _____ Comment _____

(Continued on reverse side)

(52-58) 9. In which of the following age brackets do you fall? (Optional) (Check one.)

a. 18-21 ____ b. 22-26 ____ c. 27-35 ____ d. 36-45 ____

e. 46-55 ____ f. 56-64 ____ g. 65-Over ____

(59-62) 10. Would you like to be placed on SBCC mailing lists for any of the following? (Check all/any applicable items.)

a. Cultural/Public Event Mailers ____

b. Speakers Bureau Directory ____

c. Monthly Date Mate Activity Calendar ____

d. Discount/Senior Citizen Activity Pass Information ____

If you have checked any of the items in Question 10, please complete the following:

Name _____

Street/P.O. Box _____

_____ . _____

THANK YOU FOR YOUR INVALUABLE ASSISTANCE!

Abstract
Staff Development in Vocational Education
Dr. Franklin King
University of Missouri

I. Introduction

A. Assumptions

1. Part-time instructors

2. Irregular class schedules

B. Post High/Adult Students

1. Initial training

2. Up-grading

II. Problem

A. Selecting competent people

B. In-service training

1. Selecting competency to teach (course content)

2. Organizing lesson plans

3. Teaching and evaluating

III. Approach

A. Management plan (review model)

B. Analysis techniques (absolute prerequisite)

1. Task competencies

2. Instructor analysis

c. Lesson plans

D. Teaching skills

IV. Delivery Systems

A. Independent study (package)

B. Contracting (write course of study)

C. Teach with experienced teacher

V. Charge

A. Analysis techniques

B. Lesson planning

C. Teaching methods

Franklin King

Objective No. 2

I had a letter from Irene Beavers and here's the assignment that she gave me. She said "The topic that we would like you to present is Alternative Plans for Staff Development in Adult Vocational Education, on March 30, at 11:00 a.m. We would like you to include such things as independent study programs, package programs, telelectures and others. Perhaps you could also include something on evaluating these types of programs for staff development."

First of all, let me make some assumptions now as to what we're trying to do. We're talking about staff development for part-time instructors; and we're talking about irregular type class schedules. We're talking about post high and adult students, and we're talking about initial training. We're talking about upgrading; disadvantaged and handicapped and some courses that you offer for leisure time activities.

Two problems we all face is selecting competent staff and an in-service training type program to help people identify what we're going to teach. Next would be the problem of organizing lesson plans to get ready to teach. Finally, the last problem would be teaching and evaluating a given instructional unit. You identify what you're going to teach, prepare for it, teach it, and then decide how well you taught.

First of all you have to have a plan: Decide what you are going to do, how to set it up, then operate and sustain the effort. To do this you need to know about facilities, transportation, supplies, and equipment. Everything necessary to sustain a program is included in the plan.

The next decision is: What are the occupational requirements for people at this level? Involved in this are the requirements for instructors

and requirements for students to succeed in the class.

After these decisions are made, program goals and objectives should be set. From objectives proceed to developing instructional objectives to teach them. When developing instructional objectives, it is necessary to look at the diverse levels of your future students and develop the program to adjust to these levels.

Should teachers have written lesson plans? This involves identifying the instructional unit, identifying behavioral objectives and strategies for the unit. Also, included in the lesson plan is instructional assessment. Do you give grades? How do you evaluate if you don't give grades? If you're going to give grades you must teach your adults how to be students. Teach them to pay attention, to take key points in their notes, and how to link the instruction together.

Adults come from programs that tend to stifle creativity. If you want short term courses where people can be creative, then you have to break things down and show them how to be creative. The most powerful technique for this is the analysis technique.

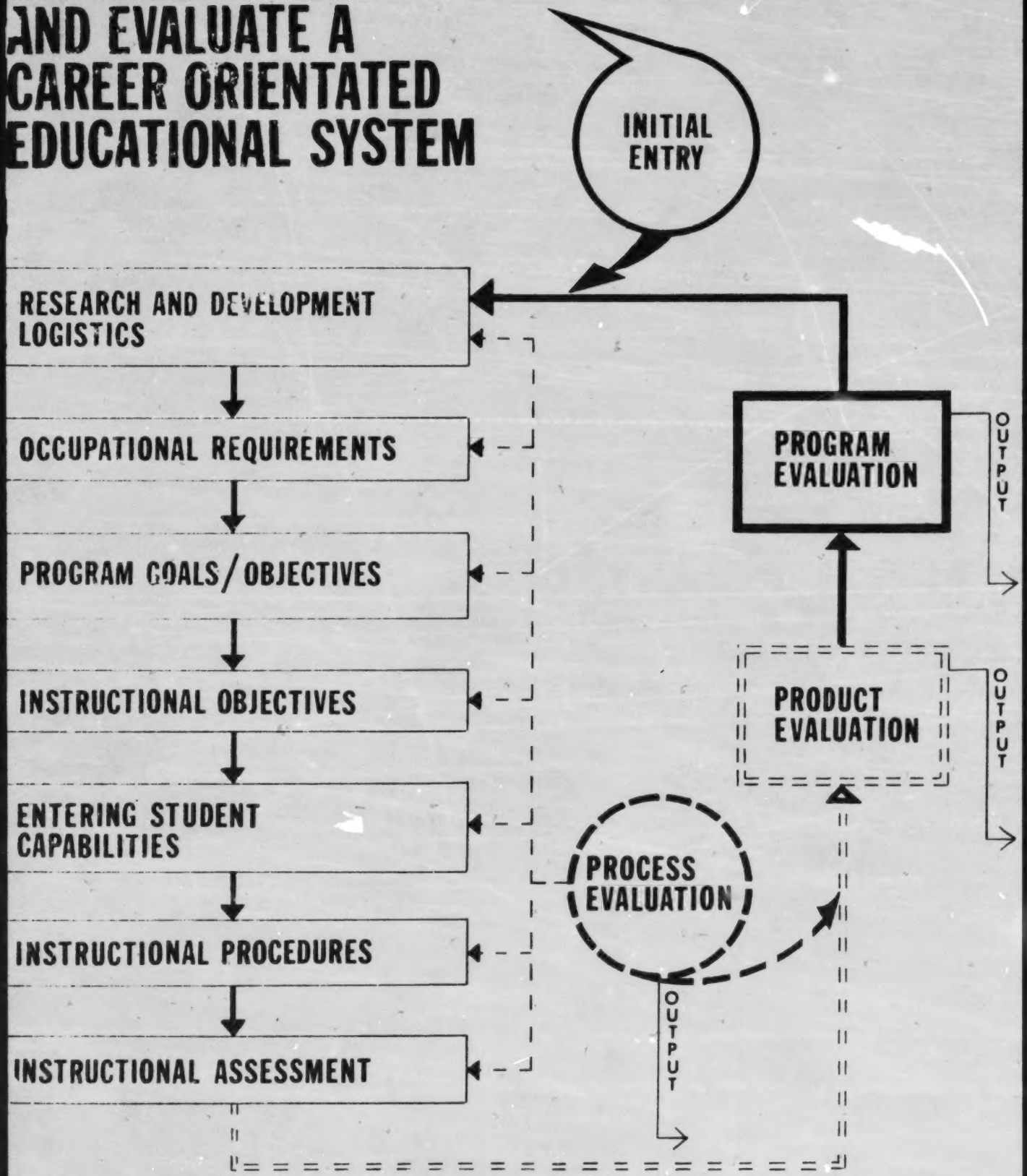
The analysis technique is simply breaking something down into its component parts. An instructor should be able to break down the course content into instructional units. Once this is done instructional material can be identified. If instructors cannot break the course content into component parts or at least understand analysis, they are headed for trouble. To be successful, they need to identify the instructional units that would teach competencies students need to do the task. The title of the lesson comes from the analysis. Each instructional unit should be a mini-course; it should be a complete instructional unit, in and of itself.

Information from the analysis will give each teacher management control of his classes. From the analysis he can go to the lesson plan. Included in this plan is the instructional delivery system used. How was it packaged? Was it video taped, slides or films? Is it adaptable for special needs of students? Give the text and references you used. Also, outline what you are going to say.

Include interaction items to ask students. What assignment will be given students to cement their learnings? Do not neglect evaluation items. These items should be directly related to the course objectives. These items are to be made as the lesson plan is formulated, not afterward.

When packaging materials for staff development, choose those items that will be used over and over again. For instance, the skill of task analysis is most important to staff effectiveness and could be packaged first and used over and over again.

A MODEL TO MANAGE AND EVALUATE A CAREER ORIENTATED EDUCATIONAL SYSTEM



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TASK ANALYSIS

BEGINNING LICENSED COSMETOLOGIST

1. Clean and maintain shop environment
2. Maintain and care for laundry items
3. Care and maintain capes and caps
4. Maintain personal grooming
5. Maintain public relations
6. Take appointments
7. Maintain business records
8. Scissor cut hair
9. Razor cut hair
10. Taper hair
11. Shingle hair
12. Shampoo hair
13. Treat Dandruff conditions
14. Set hair
15. Quick service styling techniques
16. Analyze hair
17. Apply rinses
18. Perform bleaching techniques
19. Apply permanent tints
20. Apply scalp treatments
21. Permanent wave hair
22. Straighten hair
23. Give facials
24. Remove superfluous hair
25. Arch/and dye eyebrows/and eyelashes
26. Apply massage techniques
27. Select and apply cosmetics
28. Manicure nails
29. Pedicure nails
30. Style, cut, color and clean wigs
31. Merchandise products
32. Sell products and services
33. Prepare advertising

COSMETOLOGY INSTRUCTIONAL ANALYSIS

ORIENTATION

(C5-LO) T5

JOB TRAINING: Manipulative Skills & Activities The Worker Should Be Able To Do

RELATED INFORMATION: What the Worker Should Know.

1. Orientation for new students.
2. State laws and legal requirements.
3. History, opportunities & economics in cosmetology.
4. General safety rules and practices in cosmetology.
5. Sterilization and sanitation in the beauty school or salon.

PROFESSIONAL BEHAVIOR DEVELOPMENT
(C20-LO) T20

1. Professional ethics in cosmetology.
2. Essentials of personal grooming.
3. Professional attitude for the cosmetologist.

BACTERIOLOGY-STERILIZATION-SANITATION
(C15-L45) T60

1. Types of Bacteria.
2. Techniques of Cleaning and Sterilization.
3. Sanitation Rules.

3. Set up sanitizer.
4. Sanitize all implements.
5. Sanitize Equipment.

LESSON PLAN # _____

LESSON PLAN FORMAT

COURSE TITLE/NO. _____

UNIT # _____

(UNIT TITLE)

SCOPE OF UNIT:

INFORMATION TOPIC # _____ OR DEMONSTRATION # _____

_____

LESSON TITLE

LESSON OBJECTIVE - THE STUDENT SHOULD BE ABLE TO:

SUPPLEMENTARY TEACHING/LEARNING ITEMS: (AIDS, TOOLS, MATERIALS, ETC.)

	(Name)	(Date)	Special Learning Features For:
Written By:			
Instructional Delivery System By:			

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LESSON PLAN #_____

COURSE TITLE/NO._____

UNIT #_____—_____
(Unit or Block Title)

INFORMATION TOPIC #_____(Technical - General - Guidance)

TITLE:_____

OUTLINE:

LESSON PLAN #_____

COURSE TITLE/NO. _____

UNIT #_____—_____

(Unit Title)

INFORMATION TOPIC #_____or DEMONSTRATION #_____

INTERACTION ITEMS (To Be Keyed For Use During Presentation)

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

LESSON PLAN #_____

COURSE TITLE/NO. _____

UNIT #_____—_____

(Unit or Block Title)

EVALUATION ITEMS: (Oral, Written, or Performance to measure attainment or lesson objectives)

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CLASSROOM COPY FOR LESSON II-1

COURSE TITLE/NO. F-365 Occupational Analysis

UNIT #II Instructional Analysis Techniques

SCOPE OF UNIT: To identify, analyze, and organize the basic components of an occupation to fit into a system for instructional purposes.

INFORMATION TOPIC #II-1.

TASK ANALYSIS

LESSON OBJECTIVE: The student should be able to:

1. Explain: Task, task analysis, and job clusters.
2. Prepare a task analysis.

INFORMATIONAL ASSIGNMENT:

Robert F. Mager & Kenneth M. Beach, Jr., Developing Vocational Instruction, Fearon Publishers, Palo Alto, California, 1967, pp. 10 - 24.

SUPPLEMENTARY TEACHING/LEARNING ITEMS:

Classroom Copy II-1
Flow Chart - Course Title
Definition of Terms II-1-#1
Job Description
Cosmetologist (Entry Level) II-1-#2
Flow Chart on U. S. Labor Force II-1-#3

CLASSROOM, LABORATORY, SHOP OR OTHER ACTIVITIES:

1. Prepare a task analysis for the job as indicated by your job description prepared as the activity of the previous lesson "Identifying and Writing A Job Description."

INTERACTION ITEMS:

1. In the preparation of content in an instructional system, how will the tasks be identified?
2. What is the difference between job duties and a task?
3. When is there a difference between a task and a manipulative skill?
4. Why is it important to teach areas other than manipulative skills?

Definition of Terms II-1-#1 F-365

I. Definition of Terms

A. Task - A skill or duty required of a competent worker while performing a job or occupying a position. A task statement is usually composed of two parts: (1) a specific action and (2) a brief description.

Example:

1. Solder radiators (skill)
2. Take appointments (duty)
3. Repair oil pump
4. Replace plugs
5. X-ray a chest cavity

B. Task analysis - A listing of all tasks, in prerequisite order, required of a competent worker while performing a job or occupying a position.

C. Job cluster - A group of jobs that are composed of essentially the same tasks or related tasks or duties.

F-365 II-1-#2

Job Description

Beginning Licensed Cosmetologist (Entry Level)

Provides beauty services for customers according to physical features of patron, current styles, or according to instructions of patron, and management personnel.

Styles hair by cutting, trimming, and tapering by using clippers, scissors, razors or by quick service techniques.

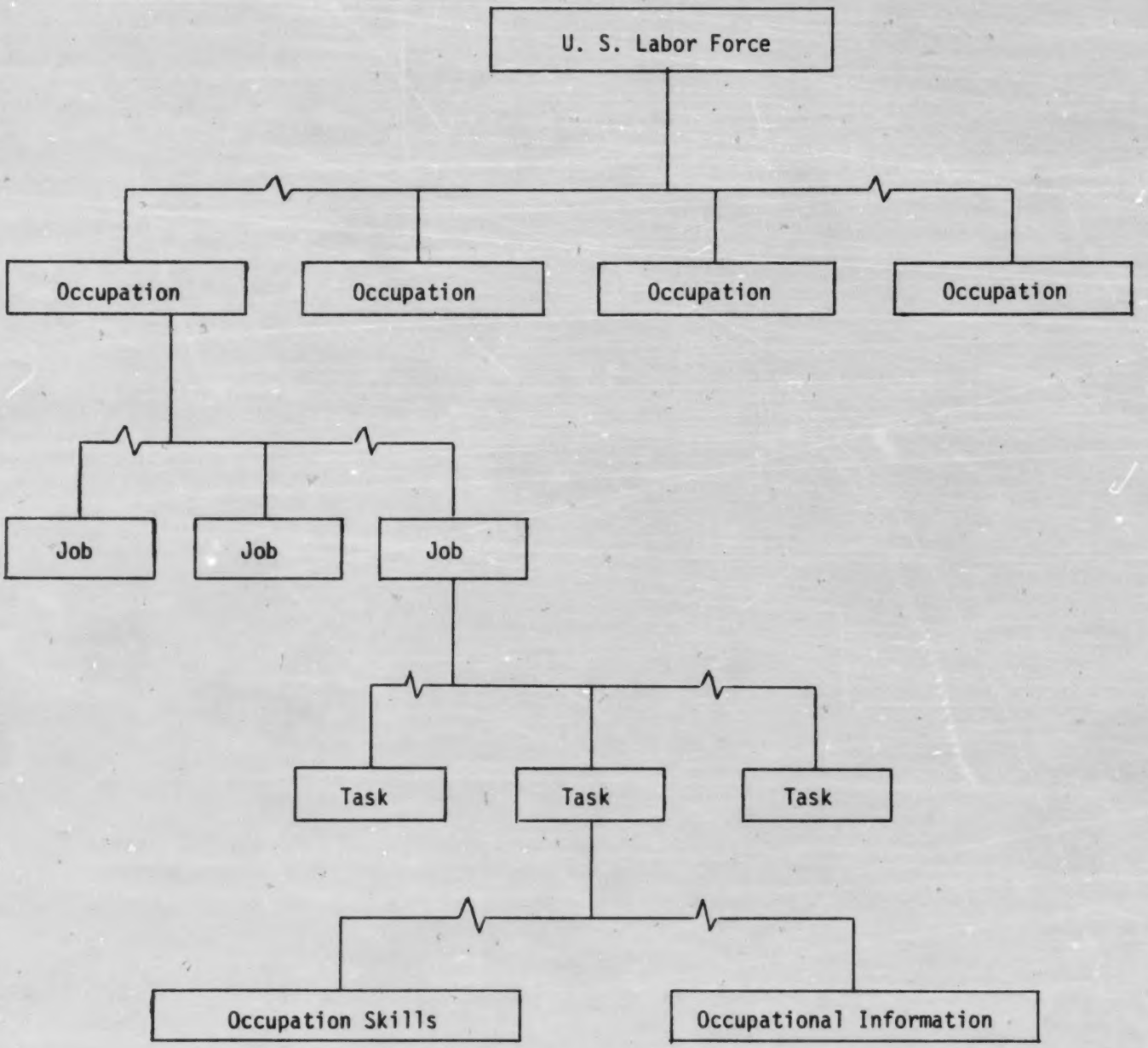
Shampoos hair and scalp. Applies rinses, permanent tints and performs bleaching techniques. Sets hair, straightens hair, removes superfluous hair, arches and dyes eyebrows and eyelashes, and treats dandruff conditions. Styles, cuts, colors and cleans wigs. Applies scalp treatments and massage techniques. Selects and applies cosmetics, gives facials, manicures nails, and pedicures nails.

Takes appointments, maintains business records, merchandises products and helps maintain public relations and clean shop environment.

Working hours primarily during the daylight hours according to appointment and management schedules.

Wages are based upon a performance percentage as established by management.

The cosmetologist may need to stand for extended periods of time and it is essential to maintain acceptable personal grooming schedules as well as maintaining public relations.


U. S. Labor Force
Occupation
Occupation
Occupation
Occupation
Job
Job
Job
Task
Task
Task
Occupation Skills
Occupational Information

QUESTIONNAIRE: COMMUNITY SERVICE PARTICIPANTS, SAN MATEO COMMUNITY COLLEGE DISTRICT

San Mateo Community College District is currently conducting a survey among participants in Community Service programs sponsored by Canada College, College of San Mateo, and Skyline College.

The purpose of this survey is to assist the colleges in planning programs that effectively meet your educational needs and interests. We need information from you concerning your educational goals, your response to present program offerings, your recommendations for change, and some general information about your own educational background and individual characteristics.

Our three community colleges are a valuable educational resource, whose aim is to provide top-quality instruction in a wide variety of subjects for citizens of San Mateo County, young and old.

These are YOUR community colleges, financed by YOUR family's tax dollars. Please take a few minutes to respond to this questionnaire — we need your help.

I. General Information

1. Course number, title, and location _____

_____

2. Your zip code number _____

PLEASE CIRCLE ONE LETTER UNDER EACH OF THE FOLLOWING CHARACTERISTICS

3. Your age is

a. 16-18	e. 31-35	i. 51-55
b. 19-22	f. 36-40	j. 56-60
c. 23-25	g. 41-45	k. 61-65
d. 26-30	h. 46-50	l. Above 65

4. Your sex is

a. Male
b. Female

5. Your marital status is

a. Single
b. Married
c. Divorced or separated
d. Widow or widower

6. Your ethnic background is

a. Asian-American	e. Native American
b. Black	f. White
c. Latin-American	g. Other (please specify)_____
d. Mexican-American	

7. Your employment status is

a. Full-time
b. Part-time
c. Not seeking employment
d. Seeking employment

8. If employed, your occupational category is best described as

a. Clerical/Secretarial
b. Construction
c. Communication/Transportation/Utilities
d. Craftsman/Mechanic
e. Education
f. Finance/Insurance/Law/Real Estate

(continued, next page)

g. Food Service
h. Government
i. Health/Medicine
j. Machine or Equipment Operation/Manual Labor
k. Manufacturing
l. Nursery/Floristry/Horticulture/Agriculture
m. Retail Trade
n. Services
o. Wholesale Trade
p. Other (please specify)_____

9. Your average annual income is

a. Below $3,000
b. $3,000-5,000
c. $5,000-10,000
d. $10,000-15,000
e. $15,000-20,000
f. Above $20,000

10. Your highest level of education reached is

a. Elementary School
b. High School
c. Some College
d. AA Degree/Certificate
e. Bachelor's Degree
f. Advanced Degree

II. Educational Goals and Interests

PLEASE CIRCLE ALL ITEMS THAT DESCRIBE YOUR REASONS FOR PARTICIPATING IN COMMUNITY SERVICE PROGRAMS

11. To satisfy personal interest and development without receiving credit.
12. To earn a certificate or license needed for a specific occupation, such as a beautician, real estate salesperson, or electrician.
13. To help in getting a job.
14. To help to advance in a present job.
15. To develop occupational skills.
16. To develop hobby skills.
17. To enjoy cultural activities.
18. To participate in recreational activities.
19. To meet new people, get away from daily routines, get involved in something new.
20. To become a happier person, to improve my personal or spiritual well-being.
21. To be a better husband, wife, or parent.
22. To learn more about my own background and culture.
23. To become better informed; to learn for the sake of learning.
24. To become a more effective citizen, such as through understanding political processes and issues in national and international affairs.
25. To work toward solving social problems, such as discrimination or pollution.
26. To learn more about how to solve community problems or to bring about change in the community.
27. To better serve the organization to which I belong, such as a church, club, association, or agency.
28. Other reasons (please specify)_____

_____

_____

PLEASE CIRCLE THE SUBJECTS, TOPICS, OR SKILLS YOU WOULD BE ENOUGH INTERESTED IN TO ENROLL IN A SHORT COURSE WITHOUT CREDIT, OR ATTEND EVENTS AND ACTIVITIES

29. Business skills, such as typing, accounting, or bookkeeping.
30. Salesmanship.
31. Management skills, such as business and public administration, hotel or restaurant management, or plant supervision.
32. Vocational skills and trades, such as automotive mechanic, electrical technician, or drafting.
33. Computer science, such as data processing or programming.
34. Flight training, air traffic control.
35. Agriculture, farming, nursery, horticulture, forestry, fisheries.
36. Medical technology, such as x-ray technician, nursing or physical therapy.

(continued, next page)

37. Paraprofessional training, such as aides in recreation, education, law and social agencies.
38. Cosemtology, beauty culture.
39. Creative writing and journalism.
40. Sciences and mathematics.
41. Languages, such as French, Spanish, German, or Chinese.
42. Humanities, such as literature, philosophy, history, fine arts appreciation.
43. Basic education, such as reading, basic math, writing.
44. Psychology, personal development, family living, etc.
45. Religious studies, including Bible, yoga, meditation.
46. Occult sciencies, such as astrology, tarot, ESP.
47. Arts, crafts, and other hobbies.
48. Performing arts, such as dance, music, drama.
49. Sports and games, such as golf, bridge, swimming, boating.
50. Health, safety, physical conditioning.
51. Home repair and maintenance.
52. Sewing, cooking, preserving foods.
53. Home repair and maintenance.
54. Consumer education, such as buying, credit, and money management.
55. Environmental studies, such as pollution control, conservation, or urban beautification.
56. Future studies, such as trend analysis and projection, discussion of literature.
57. Social science, public affairs, community problems, ethnic studies.
58. Child development.
59. Travel, living in a foreign country.
60. Commercial art, graphic design, photography, fashion design, display.
61. Other (please clarify specific topics from above or other additional areas)

_____

_____

PLEASE CIRCLE YOUR PREFERENCES AMONG ALL THE VARIOUS CONDITIONS THAT MIGHT BE AVAILABLE FOR COMMUNITY SERVICES NON-CREDIT SHORT COURSES, WORKSHOPS, OR SPECIAL EVENTS

62. Lecture/discussion classes.
63. Laboratory classes using demonstration, participation, or hands-on training.
64. Conferences or workshops.
65. Discussion groups, informal book club or study group.
66. Travel-study program.
67. On-the-job training; internship.
68. Correspondence course.
69. T.V., or video cassettes.
70. Radio, records, or audio cassettes.
71. Work on a group action project.
72. Study on my own, no formal instruction.
73. Attend classes at occupational centers or technical centers.
74. Attend classes at a community college.
75. Attend classes in the community, e.g., church, community center or public school.
76. Attend classes at place of employment, business or industrial site.
77. Attend classes at a library, museum, gallery, studio or gymnasium.
78. Attend university extension classes.
79. Attend special events only, such as lectures, concerts, festivals, forums, conferences or workshops.
80. Home instruction.
81. Individual instruction or tutor; use of learning resource materials.
82. Attend class or activity at the following times:

a. Monday
b. Tuesday
c. Wednesday
d. Thursday
e. Friday
f. Saturday
g. Sunday
h. Mornings
i. Afternoons
j. Evenings

83. Attend class or activity for the following length of time:

a. 1-2 hours
b. 2-3 hours
c. More than 3 hours
d. Single events
e. 4-6 weeks
f. 6-10 weeks
g. Semester

84. Other learning conditions (please specify)

_____

_____

_____

III. Program Evaluation

PLEASE EVALUATE CHARACTERISTICS OF THE COMMUNITY SERVICES PROGRAM WITH WHICH YOU ARE FAMILIAR BY CIRCLING THE MOST APPROPRIATE RATING FOR EACH ITEM, USING THE FOLLOWING SCALE:

1. Excellent
2. Good
3. Fair
4. Poor
5. Unsatisfactory
6. Not Applicable

85. The program of non-credit courses offer sufficient variety in subject areas. 1 2 3 4 5 6
86. The program of non-credit courses are scheduled with sufficient variety in times and locations. 1 2 3 4 5 6
87. Non-credit courses are offered at reasonable fees. 1 2 3 4 5 6
88. Instructors for non-credit classes I have taken have been knowledgeable about the subject taught. 1 2 3 4 5 6
89. Non-credit classes I have taken have improved my skills and/or understanding. 1 2 3 4 5 6
90. The program of cultural activities, e.g., concerts, exhibits, films, forums, lectures, plays, or festivals, offer sufficient variety. 1 2 3 4 5 6
91. Cultural activities are scheduled at convenient times and locations. 1 2 3 4 5 6
92. The program of physical recreation, e.g., swimming, intramural sports, hiking, or camping, offer sufficient variety. 1 2 3 4 5 6
93. Recreational activities and classes are scheduled at convenient times and locations. 1 2 3 4 5 6
94. Registration procedures are adequate and convenient. 1 2 3 4 5 6
95. Bookstore services are available and adequate for my needs. 1 2 3 4 5 6
96. Information regarding programs and services is adequately available to citizens of the community. 1 2 3 4 5 6

PLEASE CIRCLE THOSE ITEMS BELOW WHICH MIGHT PREVENT YOU FROM ENROLLING IN COMMUNITY SERVICE PROGRAMS OR OTHER EDUCATIONAL OPPORTUNITIES

97. Cost of fees, books, or transportation.
98. Location offering courses I want not close enough to be within commuting distance.
99. Courses available generally don't seem useful or practical.
100. Courses available are not interesting to me.
101. Courses I want are not scheduled when I can attend.
102. Home responsibilities.
103. Job responsibilities.
104. Lack of public transportation.
105. Parking problems.
106. Child care problems.
107. Teachers would not understand my culture and my learning needs and problems.
108. Attendance requirements are too strict.
109. Not enough time, energy, or stamina.
110. A feeling that I could not do the work.

(Continued, next page)

111. A feeling that I am too old to go back to school.
112. Other reason(s) (please specify)_____

_____

_____

PLEASE CIRCLE THOSE ITEMS BELOW WHICH YOU BELIEVE WOULD ENHANCE THE COMMUNITY SERVICE PROGRAM

113. Higher standards of achievement and competency.
114. An emphasis on helping students achieve confidence and self-worth.
115. An emphasis on programs in new and emerging career fields and technologies.
116. Greater emphasis on disadvantaged students, ethnic minorities and women.
117. The location of more courses and activities in communities.
118. More basic skills which help students overcome deficiencies in basic subject areas.
119. Lower cost of course (please circle the highest range you would consider).

a. $0-10
b. $10-20
c. $20-30
d. $30-50
e. Above $50

120. Greater emphasis on teaching skills and methods.
121. Greater availability and resources in library services.
122. Better information services through the following media: (circle ones used)

a. Newspapers
b. Mailings, flyers or brochures
c. Radio
d. Television

123. Provision for child care.
124. Development of community groups or organizations to deal with problems in the local community.
125. Other (please specify and comment)_____

_____

_____

Resources and Sources of Curriculum Development

Dr. John A. Niemi
Professor and Associate Director
ERIC Clearinghouse in Career Education

The topic of my presentation, "Resources and Sources for Curriculum Development," is of utmost concern to us as adult educators who work directly in the field. And it is also a major concern of state agencies, e.g., in my state of Illinois, the Department of Adult Vocational and Technical Education has recently awarded four contracts to establish regional resource centers for adult educators. On the national level, federal agencies are showing increased awareness of the importance of disseminating materials and other resources to adult educators. One resource which I will discuss later is ERIC, which changed its name -- and thereby greatly enlarged its scope -- from Educational Research Information Center to Educational Resources Information Center.

My approach will be to pursue our topic under five headings:

1. Some problems in developing curricula for adult and continuing education;
2. The program planning process;
3. Resources for curriculum development;
4. Sources for curriculum development; and
5. ERIC

Problems in Developing Curricula

One problem in developing curricula in adult and continuing education bears a relationship to a philosophical position that many adult educators have taken when designing learning activities -- that is, they believe in planning <u>with</u> as well as <u>for</u> adults. This approach has great value, but it can sometimes produce a tendency to concentrate on short-range activities and immediate needs, rather than on the long-term considerations involved in curriculum planning. Here, I am contrasting "curriculum" with "program,"

which is typically the non-credit course. As London says, it places emphasis on "flexibility of content so as to meet the needs and interests of participating adults."[1] On the other hand, the more formal credit course, termed a "curriculum,"[2,3] is rarely tailored to the needs and interests of adults. Commonly, adults desiring to take credit courses must enroll in those designed for a much younger population.

I realize, of course, that the distinction between credit and non-credit offerings (curriculum and program) has become blurred with the recent acceptance of the Continuing Education Unit as a measure for awarding credit for non-credit activities. One such Unit is awarded for ten hours of attendance at a non-credit activity.[4] But, regardless of the blurring of the distinction, it remains a fact that curriculum development in adult education generally is limited -- although more is being done in adult vocational education than in other areas.

Farmer provides us with excellent insights into types of learning activities which I see as helpful to us in considering the implications of the terms "curriculum" and "program." He lists three types of learning activities, as follows:

1. Type I -- Content-Centered Adult Education. This type of adult education is provided primarily to teach knowledge, attitudes, or skills. This educational process starts with what is to be taught and who is to teach it. Then, learners are sought who are willing to learn that type of information [e.g., an apprentice program that would include training in one or more industrial occupations or trades].

2. Type II -- Learner-Centered Adult Education. In this type of adult education, attention is paid primarily to assisting adults in learning what it is they wish to learn, usually with the teacher acting as a facilitator who helps as a co-investigator or as one who makes possible self-directed learning. The learner typically seeks to learn particular knowledge, attitudes, or skills which will help in solving problems important to himself and, hopefully, in solving similar problems on his own [e.g., an industrial safety program to reduce on the job accidents].

3. Type III -- Problem-Centered Adult Education. This type of adult education primarily focuses on problems that require some form of learning, in order for the problems addressed to be solved. This approach starts with the real and pressing problem and asks: "What is it in the solving of this problem to which the education of adults can contribute through the learning of knowledge, attitudes, or skills?" Then the question is asked: "Which adults need to be and can be involved in educational experiences which can lead or contribute to the solution of the problem addressed?"[5] [e.g., an industrial manufacturer in switching over to metrics might design and implement an adult education program to achieve this objective].

It is with Type I learning (that is, content-centered) that we are mainly concerned in planning curricula for adults. Traditionally, those activities have been developed in secondary and post-secondary institutions, with little attention to the needs of adults. Recently, however, there has been a more pronounced trend toward creating specifically adult curricula and materials, notably in adult basic education and intraining activities in the military services and industry. The advantage of this approach is that it generates an organized, competency-based series of objectives and activities that are clear to both teacher and learner and that can be measured. This content-centered approach is the one that dominates curriculum planning today, whereas the learner-centered and problem-centered approaches seem to characterize program planning. In fact, the latter two should also be important factors in curriculum planning, in my opinion. If we fail to take into account the needs of adults, we will ignore their life experiences and, consciously or unconsciously, mold them in the image of a younger population with distinctly different needs, interests, and life-styles. This tendency has, in the past, seriously hampered the creation of resources specially designed for adult students. A further problem is that even where a curriculum is devised, the marginality of adult education has made it extremely difficult, because of the expense involved, for individuals designing it to reproduce and distribute it widely.

In the world of publishing, there has been a reluctance to make commitments to publish curriculum guides and materials in this area. It is, after all, difficult to reach decisions affecting such a diverse clientele with so many different needs. However, there are some exceptions, e.g., renewed interest in the potential market for guides and materials relating to adult basic education and renewed interest in the area of technical education, as exemplified by such publishers as Follet, Steck-Vaughn, Howard Sams, and American Tech.

One reason for these trends in the development of curricula for adult learners has been the passage of legislation in certain states to make participation by adults in some type of course a prerequisite for re-licensing and re-certification. Such mandatory education is raising important issues among adult educators. It was, in fact, the theme of the annual conference of the Northwest Adult Education Association; and recently in Chicago, the University of Illinois conducted a major conference entitled "Mandatory Continuing Education: Prospects and Dilemmas for Professionals." Of course, for organizations, agencies, and publishers, this emphasis on mandatory adult education suggests a potential mass market for curriculum guides and other resources.

The Program Planning Process

According to Houle, "the planning or analysis of an education activity may be undertaken by an educator, a learner, an independent analyst, or some combination of the three."[6] The complexity of program planning is illustrated by Houle's model, which shows the various decision points in the design of an educational activity. Houle has emphasized that these are interacting elements, not a logical sequence of steps.

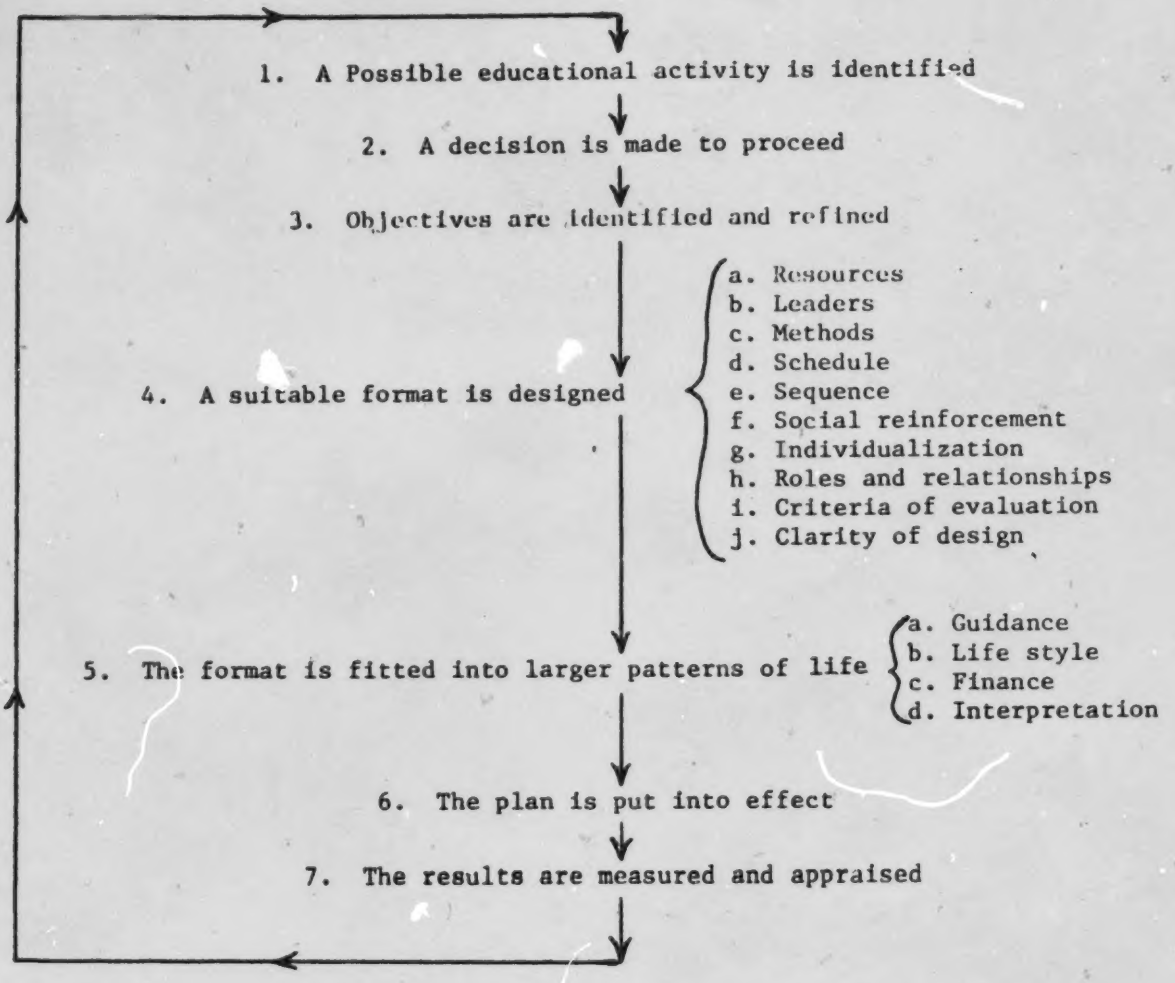

1. A Possible educational activity is identified
2. A decision is made to proceed
3. Objectives are identified and refined
4. A suitable format is designed
a. Resources
b. Leaders
c. Methods
d. Schedule
e. Sequence
f. Social reinforcement
g. Individualization
h. Roles and relationships
i. Criteria of evaluation
j. Clarity of design
5. The format is fitted into larger patterns of life
a. Guidance
b. Life style
c. Finance
d. Interpretation
6. The plan is put into effect
7. The results are measured and appraised

Figure 1. Decision points and components of an adult educational framework[7]

Our focus in this session is on 4a -- resources and sources in curriculum development.

Resources for Curriculum Development

The use of resources for curriculum development should help in alleviating some of the problems posed by lack of direct participation by adult learners in the design of Type I (content-centered) learning activities.

Such resources are defined broadly by Houle as

> any object, person, or other aspect of the environment which can be used for support or help....Resources may be categorized in any number of ways as materials, instruments, media, facilities, and so on.[8]

One way in which human resources can alleviate the problems posed by lack of direct participation by learners is through the use of advisory groups. An example would be one consisting of representatives of both labor and management in a specific occupation. This approach has constituted an essential step in the planning of new curricula for adults in technical and vocational education in the two-year colleges in this country. Such advisory bodies provide input that enables an institution both to assess the specific needs of adults and industry in a specific community, and to design programs that would interface between the potential available pool of workers and the job needs of industry and government. One example of such a need emerges from my home city of Ironwood, Michigan. Almost overnight in the sixties, with the closing of the mines, this community became a depressed area. It has since recovered, to some degree, by establishing itself as a winter recreation area for the Midwest. The developing of many major ski hills, resorts, restaurants, and stores required a large staff knowledgeable in the operation of these facilities. Soon, a program focusing on ski hill management was set up by the local two-year college, with the help of an advisory group, to meet the occupational needs of this geographic area. Similarly, the Federal Government has recognized the value of advisory groups in the design of curriculum to meet the specific employment needs in a particular community by training so-called disadvantaged adults through CETA programs.

Other advisory bodies that serve a very useful function in the development of curricula are those created by professional organizations, e.g., in the health sciences, the nurses associations which have developed curricula for the re-training of personnel through in-service education. Commissions also play important roles not only in giving advice about proposed curricula, but in actively creating and implementing them. An example is the Illinois Fire Protection Personnel Standards Commission, which bears that responsibility within municipalities and districts.

Moving to material resources, I would like to categorize them as (1) books that describe available curricula or contain directories and bibliographies which list both human and material resources; instructional materials, and media; and (2) data bases which are rich in sources for curriculum development.

Some useful books that you might want to explore are the following:

A National Annotated Bibliography of Curriculum Materials in Vocational and Career Education. Springfield, IL: Division of Vocational and Technical Education, 1974.

Jindra Kulich. Adult Education in Continental Europe: An Annotated Bibliography of English Language Materials, 1945-1969 ERIC document number ED 057 321.

Jindra Kulich. Adult Education in Continental Europe: An Annotated Bibliography of English Language Materials, 1970-1974. Toronto: International Council of Adult Education, 1975.

John Ohliger and David Gueulette. Media and Adult Learning: A Bibliography with Abstracts, Annotations, and Quotations. New York: Garland Publishing Co., 1975.

Stanley M. Grabowski and Ann C. Glenn. Directory of Resources in Adult Education. DeKalb, Illinois: ERIC Clearinghouse in Career Education, 1974.

Marilyn Schreiber. Directory of Vocational Information Resources in the United States. DeKalb, Illinois: ERIC Clearinghouse in Career Education, 1975.

With reference to data bases, I will, as I mentioned earlier, be discussing ERIC in some detail. Other data bases which you should be familiar with are reported in the Survey of ERIC Data Base Search Services. In this document, you will find listed a number of data bases that would assist you in specific areas of curriculum development, like the AIM/ARM file and the National Technical Information Service file. Incidentally, the educational materials contained in both files have been placed in the ERIC system and can be obtained through an ERIC search. For those of you interested in health science education, there are both MEDLARS and MEDLINE. And, of course, we have DATRIX II, which is a computerized service available from University Microfilms. On the international scene, UNESCO has developed a data base.

Sources for Curriculum Development

Through searches of the data base resources, we gain access to the names of individuals, institutions, agencies, and other organizations which are creating curriculum materials. I am sure that all of you are acquainted with the excellent work being done at the Center for Vocational Education

at Ohio State University. Another means by which you could locate sources is through the National Network for Curriculum Co-ordination in Vocational and Technical Education. This network has been set up for the national sharing of curriculum materials. Other important sources of information are found in professional associations such as the American Vocational Association, the Adult Education Association of the U.S.A., the National University Extension Association, and the American Society for Training and Development. A particular benefit that ASTD provides to its membership is a manual to assist people in the design of a learning activity. Another source is found in the professional journals which, in education, are reported in two resource systems -- the Educational Index and the Current Index to Journals in Education. The latter forms part of the ERIC data base.

ERIC

To conclude my remarks, I would like to explain how you could utilize the ERIC Clearinghouse in Career Education (ERIC/CICE). First, let me give you a little background. It is one of a nationwide network of sixteen Clearinghouses which focus on different areas in the broad field of education. As a part of this network, ERIC/CICE can place at your disposal a vast array of knowledge that represents the accumulated wisdom and experience of others who have faced problems similar to yours. The data base, as it is called, consists of 250,000 documents which I will describe later. The task of ERIC/CICE is to evaluate, abstract, and index documents that relate to topics in technical-vocational education, as well as in career education and adult and continuing education. The abstracts, or summaries, of the documents permit you to judge, quickly and easily, whether a given document would be useful to you.

Let us now proceed to examine what is involved in an ERIC search. Here, I propose to discuss the more sophisticated computer search, not the manual one, and to use examples from the general field of adult education. I am sure that you could easily transform these into examples from adult vocational education. Incidentally, the search procedure is not a formidable one, especially if it is thought of as a series of steps.

1. Define the Subject

The subject that is to be the focus of an ERIC search must be defined as precisely as possible, if the search is to be truly productive. The first step, "Define the Subject," is useful where a person is interested in a broad subject like "adult learning," but is somewhat vague (perhaps because of insufficient knowledge) about the specific information he seeks. (On the other hand, the person who knows exactly what he wants from ERIC/CICE can move directly to Step 2, "Identify the Factors.")

(a) Think about the subject. Ponder its nature and scope, the important concepts involved, its relation to other subjects or fields, etc. Try to formulate questions or statements (including hypotheses) you wish to pursue. Write down all the ideas you can think of, even if, at this preliminary stage, they seem very broad, tentative, overlapping, or even clumsy.

(b) Talk about the subject and your statements or questions with colleagues, friends, university professors, librarians, etc., especially persons who have an interest in or a knowledge of the subject. Such conversations will often help you to clarify your thinking, give you new insights, or suggest new avenues of inquiry. The staff of ERIC/CICE are always more than willing to help you.

(c) At this stage, you should refine your questions or statements to make them as precise as possible; they should state exactly what you want to know. Be alert to vague language, ambiguities, or irrelevant ideas that may have crept in. Addressing yourself to such questions as these might assist you:

In which area of adult education am I interested?

What information is already known and/or available?

Should I set a time limit on the information sought, i.e., last year, the previous seven years?

How will the resulting information be applied, in administrative decision-making, in the classroom, for my own professional growth?

2. Identify the Factors

Analyze the subject, that is, break it down into its major concepts, or factors. For example, if you were pursuing the application of the mass media to adult basic education, the obvious factors are "mass media" and "adult basic education."

3. Consult the Thesaurus of ERIC Descriptors

Once you have decided upon your factors, you are ready to use the resources of ERIC. The first step is to consult the Thesaurus of ERIC Descriptors, which is your guide to the system. It consists of more than 6,000 descriptors, or subject headings, used to index all documents in all sixteen ERIC Clearinghouses, not only in ERIC/CICE. This ERIC "language" is not static; rather, descriptors are added to take care of new concepts as they emerge from new documents entering the system. All documents are assigned several descriptors, beginning with major (starred) ones which reveal the concepts receiving special emphasis in the documents. The aim

of this procedure is to index each one as specifically as possible, so that it can be easily retrieved.

In consulting the Thesaurus, you should match the factors (and any "hidden" components) relating to your subject with the ERIC descriptors that seem most relevant; some will be more helpful to you than others. This process is sometimes referred to as "translating" your subject into ERIC language. The purpose is to help you select descriptors that will lead you quickly and efficiently to the information you require. To return to the factors "mass media" and "adult basic education," it is possible to break "mass media" down into "television," "radio," "newspapers," and "magazines." These are, in fact, ERIC descriptors. In "adult basic education," certain "hidden" components are present: "adult literacy," "illiterate adults," and so-called "disadvantaged groups," for whom adult basic education programs are designed. These, too, are ERIC descriptors.

It is suggested that you analyze your own subject in the same way by writing down all the factors that you can think of, and then the relevant descriptors. Now, the way the system works is that the descriptors you have chosen appear as subject headings in the two major ERIC resources known as RIE and CIJE. RIE stands for Resources in Education (formerly Research in Education) and CIJE for Current Index to Journals of Education. Together, they provide access to more than 250,000 documents in the total network of ERIC Clearinghouses. Both RIE and CIJE are published monthly with cumulative indexes.

The value of RIE can be seen in the fact that approximately 90 percent of the collection consists of 200-word abstracts of "fugitive," or unpublished documents in many categories: bibliographies, accounts of new programs, conference papers, curriculum guides, and many reports on research and

evaluation in education.* There is also a limited number of copyrighted books. Each document is indexed under an ED number and also by subject, author, and institution. "Identifiers" are used to index concepts, names of persons and places, etc., for which no appropriate descriptor exists. The entire text of almost every document is available on microfiche in many libraries, as well as in the Clearinghouses. Paper copies and microfiches of ERIC documents may be purchased from ERIC Document Reproduction Service, P. O. Box 190, Arlington, Virginia, 22210.

CIJE consists of the titles of articles appearing in more than 750 education journals processed by the various Clearinghouses. Where a title does not sufficiently reveal the content of an article, a fifty-word annotation is supplied. As adult vocational educators, you will be interested to know that ERIC/CICE monitors such publications as Adult Education, Adult Leadership, Journal of Business Education, Journal of Continuing Education in Nursing, Journal of Extension, Journal of Home Economics, Man/Society/Technology, and Training and Development Journal. Each article in CIJE is assigned an EJ number. Descriptors and identifiers are used as in RIE. No microfiche or paper copy is available.

4. Conduct an ERIC Computer Search

The model for a computer search (Figure 1) shows that once the relevant descriptors have been selected, the user can employ an on-line or an off-line system.

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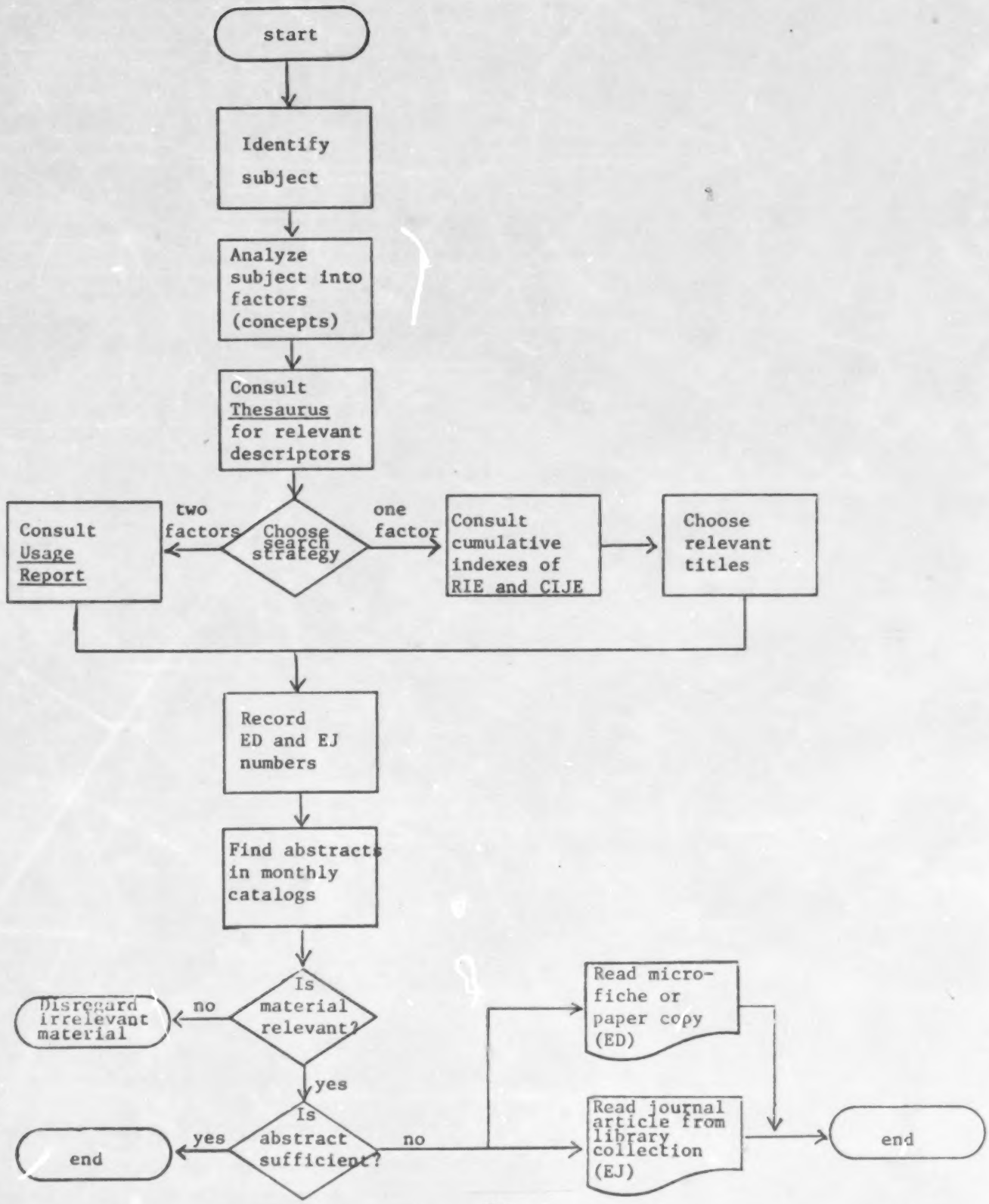
*Only those doctoral dissertations which do not appear in Dissertation Abstracts International are considered for inclusion in ERIC/CICE. Master's theses which make significant contributions are also considered.

Figure 1

MANUAL SEARCH PROCEDURE



Often, only one is available. The unique feature of an on-line system is that the user gives input to the computer in the form of descriptors and receives immediate feedback--a process that Tiedeman has called "reciprocal interaction," or "mediation," between man and machine.[9] If the computer reports a large amount of available material, the subject being searched may be too broad, and the user will normally respond by making the necessary adjustments. Conversely, if insufficient material exists, the subject may be too narrowly defined, or perhaps there is a paucity of research in that area. Another way that the computer interacts with the user is by presenting completely new aspects of a subject or suggesting new lines of inquiry. Thus, an impersonal resource works in a personal way with a receptive user. Once the computer has printed out the abstracts, the user selects the relevant ones and decides, from reading them, whether the original documents would be helpful. Where the user cannot decide from the abstracts, he/she obtains either the microfiches or the paper copies of the original documents and, if desired, the journal articles from the library.

The user of an off-line system experiences a different relationship with the computer, by virtue of a different approach to it. In an off-line system, the computer receives requests from a number of users at one time. These requests are combined in a "batch" search. The computer responds by printing out all the available abstracts relating to the descriptor input. Thus, no "personal" relationship exists between man and machine. After the individual users receive the abstracts, they proceed in the same manner as the user of an on-line system.

We shall now break into our small-group workshops for the purpose

of developing and implementing an industrial program for a small community. To assist you with the resources needed for this task, I have conducted five comprehensive ERIC searches in your specific areas of interest, that is, business and distributive education, health occupations education, home economics education, trade and industrial education, and vocational agriculture. You will find, in your respective meeting rooms, six copies of the search that relates to your area. Thank you for your attention.

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Evaluating Adult Supplementary Programs

James A. Farmer
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Most forms of adult education seem to be flourishing not only in this country but also in other parts of the world. Existing programs are being expanded; innovative programs are being developed and implemented. Unfortunately, developing and implementing manageable, feasible, and "situation specific" ways to evaluate such programs have been largely neglected.

Shortly after I accepted the invitation to speak to you about evaluating adult education programs, a member of the conference's Planning Committee, Irene Beavers, thoughtfully sent a list of questions on evaluation that was developed in consultation with several persons likely to attend this conference. That list of questions was accompanied by a copy of 10 "Course Evaluation" forms, currently being used to evaluate Adult Supplementary Programs in this vicinity. Hopefully, my focusing on the questions that were sent to me and on issues identified by my review of the course evaluation forms will increase the likelihood that my remarks will be of immediate and practical value to you in evaluating adult education programs, including Adult Supplementary Programs.

Focus of This Paper

In this paper, attention is focused on the following questions:

1. Is it a good idea to have one approach for evaluating all types of adult education programs?

2. What are the typical blocks to evaluating adult education programs and how can they be overcome?
3. How are adult education programs typically evaluated and how adequate are such evaluations?
4. How can adult education programs be more adequately evaluated?

1. Is it a Good Idea to Have One Approach for Evaluating All Types of Adult Education Programs?

It would be very tidy and convenient if a single approach or a standardized form could be developed, once and for all and then used to evaluate all types of adult education programs. Such an approach would be possible but, in most instances, relatively invalid. There are several types of adult education programs, each requiring quite different approaches to evaluation. It has been found helpful not only in conceptualizing and implementing education for adults but also for evaluating it, to distinguish between the following types of adult education:

1. Type I -- Content Centered Adult Education. This type of adult education is provided primarily to teach knowledge, attitudes, or skills. This educational process starts with what is to be taught and who is to teach it. Then, learners are sought who are willing wo learn that type of information.
2. Type II -- Learner Centered Adult Education. In this type of adult education, attention is paid primarily to assisting adults in learning what it is they wish to learn, usually with the teacher acting as a facilitator who helps as a co-investigator or as one who makes possible self-directed learning. The learner typically seeks to learn particular knowledge, attitudes, or skills which

will help in solving problems important to himself and, hopefully, in solving similar problems on his own.

3. Type III -- Problem Centered Adult Education. This type of adult education primarily focuses on problems that require some form of learning in order for the problems addressed to be solved. This approach starts with a real and pressing problem and asks: "What is it in the solving of this problem to which the education of adults can contribute through the learning of knowledge, attitudes, or skills?" Then the question is asked: "Which adults need to be and can be involved in educational experiences which can lead or contribute to the solution of the problem addressed?" (Farmer, 1974, p. 43).

It seems possible for most adult education programs, including Adult Supplementary Programs (which are in-service education for persons who are already on the job) to be any of the three types described above. Obviously, it would be inappropriate to evaluate one type of adult education as if it were one of the other types. For example, evidence of learner-satisfaction may be of primary concern in evaluating Learner Centered Adult Education (Type II) but usually is of far less concern in evaluating Content Centered Adult Education (Type I) (in which evidence that the appropriate content has been acquired may well be of primary concern) or in evaluating Problem Centered Adult Education (Type III) (in which evidence of the learners having learned how to solve important on-job problems and the consequences of their having done so may well be of primary concern).

Stated somewhat differently, some forms of education are generally viewed as being primarily of intrinsic value ("having value in themselves, for their own sake, and not as a means only" (Runes, 1942, p. 148). Other forms of education are provided basically because they are thought to be of instrumental value ("having value due to the useful consequences which they produce, a value as a means, a value as a contribution" (Runes, 1942, p. 330). It is my impression that Adult Supplementary Programs are usually provided because they are thought to be of instrumental value. The instrumental value of such programs can be assumed to have been established to the extent that they produce useful consequences in the real world. In those instances when a program, that is assumed to be of instrumental value, has been developed and implemented but no evaluative evidence concerning what the learners do with what they learn and consequences of their having done so, the program can be considered to be "truncated" (Farmer and Knox, 1976).

From reviewing the 10 Course Evaluation forms that were sent to me, it would seem that all of the forms could be strengthened by more explicit attention being given to identifying what the learners intend to do with what they have learned and what they think will be the on-job consequences of their doing so. Periodic, on-sight follow-up observations and interviews to determine what actually was done with what was learned in Adult Supplementary Programs would seem equally desirable.

In gathering evaluative data concerning instrumental adult education programs, the use of what Dexter (1970) has described as "elite and specialized interviewing" has been found to be useful. Qualitative analysis of resulting evaluative data can be accomplished through "content

analysis" (Merton, 1968). "Discriminant analysis" (Tatsuoka, 1970) has been found aprticularly useful in quantitative analysis of resulting evaluative data.

2. What are Typical Blocks to Evaluating Adult Education Programs and How Can They Be Overcome?

Both in the United States (Caro, 1970) and elsewhere (Coombs, 1973) the major focus of adult education programs has been on action, with little or no attention being paid to evaluation. Based on surveys of administrators of adult education programs in the mid-western United States, inadequate attention has been given to the evaluation of their programs for the following reasons:

1. Insufficient pressure for program accountability.
2. Inadequate understanding of program evaluationand of ways to conduct validly and feasibly.
3. Reluctance to use money, time and/or other resources on program evaluation.
4. Unwillingness to require or even ask that clients take the necessary time to provide evaluative feedback.
5. Reluctance to learn evaluative results.
6. Feeling that determining the worth of a program can be done adequately merely on a subjective and impressionistic basis. (Green, 1974; Pennington, 1974.)

These and other blocks may continue to prevent many administrators from engaging in evaluation or from having their programs systematically evaluated. Sooner or later, however, they may decide, voluntarily or from necessity, to evaluate their programs or have them evaluated for one or more of the following reasons:

1. Pressures for accountability may increase

2. They may become curious to know the consequences of their programs, based on something more than subjective and impressionistic evidence

3. Their understanding of what is involved in the administration of adult education programs may develop to the point that they feel they can no longer do without evaluative feedback

4. They may wish to provide evaluative feedback to learners who pay all or part of the costs of a program, or

5. They may become knowledgeable about ways of validly and systematically evaluating their programs and/or identifying persons who are capable of doing so.

For these and other reasons, administrators may overcome blocks to greater involvement in program evaluation and decide to deploy the necessary resources, request the cooperation of persons involved in and knowledgeable about their programs, and otherwise increase the effectiveness of program evaluation.

3. How Are Adult Education Programs Typically Evaluated and How Adequate Are Such Evaluations?

According to Peters (1975, p. 317) and Williams (1974, p. 137), evaluations of educational programs for adults that have been conducted have tended to rely heavily on the following types of indicators of success:

1. Number of "graduates"

2. Number of students placed in jobs

3. Number of participants

4. (Occasionally), the gain in achievement scores made by adult learners

5. Degree of participation

6. Level of involvement

7. Gradual or rapid expansion of a project to reach more of an intended population

8. Number of instructors trained since the beginning of a project

9. The rate of learners' dropping-out of classes

10. The degree to which the objectives set out by a program have been achieved.

To be sure, from some role perspective(s) (i.e., as viewed by the funders, program administrators, or teaching) positive findings regarding these indicators, individually or in combination, can be taken to suggest that progress has been made in implementing an educational program for adults and that that implementation has seemingly had some effect on the learners. An educational program for adults can achieve all of the above, however, and still not have had a positive impact on the learners and their ability to perform more adequately on the job.

4. How Can Adult Education Programs Be More Adequately Evaluated?

Adult Education programs, including Adult Supplementary Programs, can in my estimation, be more adequately evaluated by:

1. Avoiding false assumptions about the evaluation of adult education programs

2. Using a decision-making approach in which aspects of the program to receive the most extensive consideration are identified through mixed-scanning

3. By following the "Twenty Rules of Thumb for Conducting an Evaluation" (copy attached).

1. Avoiding False Assumptions

When the decision is made, either under external mandate or voluntarily, to evaluate an educational program for adults, care needs to be taken to identify and avoid what, for this type of evaluation, can be considered false assumptions:

1. That more is necessarily better
2. That the use of evaluative tools such as testing, participation, and interviewing, in and of itself, constitutes valid program evaluation.
3. That evidence that an instrumental program has achieved relatively narrow objectives necessarily establishes its worth as an instrumental program
4. That no types of causal relationships can be established between what participants learn in educational programs, how they apply that knowledge in social problem-solving, and the consequences of that application.
5. That a valid evaluation of an instrumental program for adults can be accomplished by focusing merely on components of the program, without regard to the program as a whole or the ways that it interrelates with its evvironment. (Farmer, 1975, pp. 25-26)

Building program evaluationon such false assumptions is likely to distort significantly the evaluative findings. Using distorted feedback may well harm the programs that are evaluated.

2. Using a Decision-Making Approach

In attempting to avoid the false assumptions listed above, it is possible to increase the number of evaluative questions to be asked almost endlessly. After having become overwhelmed by evaluative questions,

one group of evaluators observed:

> The question-generating approach got wholly out of hand. Questions multiplied like the proverbial rabbits while the members of the task force looked on with Malthusian foreboding. Also, the question-generating process, in which we found ourselves ensnarled, seemed more circular than linear in direction. First, we engaged in fission and smashed big questions into numerous subquestions. Next, reacting in dismay to what we had wrought, we fused subquestions into major questions which closely resembled their forebears of two generations ago. It is not to be denied that futile tasks can be instructive, but it is our duty to urge others to seek a different conveyancy rather than mounting our treadmill.

In a recently published monograph on Program Evaluation (Farmer and Papagiannis, 1975), the author of this paper has concluded:

> Whatever conveyance is used, it needs to learn to program evaluations that are manageable, feasible, and situation specific; that portray the wholeness of programs and the relationship between them fan their environments; and that provide a defensive basis for deciding exactly what is needed.
>
> No prefabricated approach, no evaluative model or design, or any set of general evaluative questions can provide the type of evaluations that have all the above characteristics. Rather, a "decision-making" approach is called for. In this approach, persons associated with the program, along with one or more external evaluators collaborate in planning and conduct a specific evaluation effort that takes into account each of the foregoing conditions.
>
> Looking at only a few isolated components of a program is an invalid approach to evaluation. Yet under most circumstances, evaluating a whole program in great depth is not feasible. One effective tool in the decision-making process might be what Amitai Etzioni calls "mixed scanning", which entails scanning a program and its environment much as an infantry scout scans a battlefield under fire. The scout rapidly views his strategic position, identifies potential danger or opportunity spots, and gives them close scrutiny. He does not have time to gather all the facts, nor can he look at only what is in front of him. His task is to scan, assign priorities, and select those areas that need careful scrutiny. Failure to do this may well result in a missed opportunity or a costly mistake.
>
> The following components will typically need to be scanned:
>
> 1. Need for the program
>
> 2. Philosophical considerations

3. Values

4. Assumptions underlying or otherwise related to the program

5. The degree of the program's development, in general and in local situations

6. The context or environment in which the program functions

7. Alternative ways that the program has been and is being implemented

8. Consequences of the program

9. Explanations of consequences--the extent to which those consequences have been attributed to the program

> The effectiveness of a program is judged not only by each of these components, but also and perhaps more importantly, by the relationship between them.
>
> If little or nothing is known about the results of the program, major attention might well focus on results. If, however, there is ample evidence of the nature and extent of the results and reason to think that some of its components are functioning unsatisfactorily, then major attention might better focus on the educational process, on the program inputs from learners, teachers, and administrators, and on the program's context.
>
> In this decision-making process, care needs to be taken not to identify as critical so many aspects that the evaluative effort becomes swamped with too many details. At the same time, the evaluator will want to examine the aspects selected from the point of view of the program as a whole--how they fit into and affect the program, and how much they contribute to the overall worth of the program. (Farmer, 1975b, pp. 29-31)

3. Twenty Rules of Thumb

I have found the "Twenty Rules of Thumb for Conducting an Evaluation", (copy attached), developed by Arden D. Grotelueschen, Dennis D. Gooler, and Alan B. Knox, to contain sound, practical advice, compatible with the perspective and suggestions contained elsewhere in this paper.

Conclusion

This paper has focueed on ways to conceptualize and implement adult education program in general, with particular attention being given to the evaluation of Adult Supplementary Programs. It was suggested that different types of adult education programs require somewhat different forms of evaluation. Typical blocks of evaluating adult education programs and ways that they have been overcome were identified. The paper concluded with several suggestions for strengthening the evaluation of adult education programs, including (a) avoiding false assumptions; (b) using a decision-making approach; and (c) following the "Twenty Rules of Thumb".

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APPENDIX B

TWENTY RULES OF THUMB FOR CONDUCTING AN EVALUATION[1]

The procedures used in actually conducting an evaluation are determined in part by what questions are being addressed by the evaluation, the techniques selected for collecting data, and the audiences to whom the data will be reported. Most evaluations are unique to the situation being evaluated. There are, however, some general rules of thumb which might be attended to in successfully conducting any evaluation.

1. Someone needs to be responsible for conducting the evaluation. Too often, all the details involved in conducting an evaluation are allowed to fall through the cracks because no one has been designated to worry about details. Most evaluation plans are not automatically implemented without someone taking charge.

2. Make sure everyone is informed about what is going on in an evaluation activity. Evaluation ought not be a mysterious, cloak and dagger operation. Go over evaluation plans, including data processing plans, with all relevant program personnel, so there are no surprises with respect to what is going to happen in the evaluation.

3. Insofar as possible, be redundant in data gathering on the concerns that are important to the evaluation. Seek to ask about a program (or its aspects) in several different ways. Insight and understanding often come with repeated encounter.

4. Give careful directions for all data gathering instruments. Make sure the person from whom you are requesting information understands what you are asking for.

---

[1]Distributed to participants of the National Leadership Training Workshop in Adult Basic Education Program Evaluation. This Project is funded by the Division of Adult Education, Bureau of Occupational and Adult Education, USOE.

5. Beware of the pressures and constraints on the program being evaluated. If people are being harrassed on a day you are asking them for information, be prepared to come back another time. Do not intrude into the program.

6. Do not promise things on which you cannot deliver. This is especially true with respect to time, promises of anonymity, keeping of confidences, etc.

7. Be aware that you are investigating aspects that are of personal and professional importance to the people working in a program. Do not dismiss a person's work out of hand, without giving it careful attention.

8. Insofar as possible, be unobtrusive.

9. Early on, establish ground rules about who will have access to evaluation results, and when.

10. Collect only those data for which you have some rationale. Try to avoid a shotgun approach to data gathering.

11. Keep your eyes open for the unexpected or unintended. Do not let an evaluation plan act as a blinder.

12. In most cases, evaluators ought not to assume the role of decision maker. Evaluators might spell out options, but ought not to allow themselves to make decisions for the program administrator or teacher.

13. Be open and responsive to client needs and interests. Remember that client interests may shift as the evaluation progresses.

14. Be positive. Being an evaluator does not mean you look only for the negative. Assume a project is basically good, and that evaluation is an attempt to make it better.

15. Provide feedback as appropriate. Be flexible, but not premature, in sharing evaluative data.

16. Before you ask questions, make sure you understand what some of the consequence might be of asking those questions. Make sure you are willing to deal with those consequences.

17. Be business-like. Show people you know what you are doing, without being apologetic or pompous.

18. Be able to tolerate ambiguity. You may not always get answers to the questions you ask.

19. If possible, get someone to react to your evaluation plans before implementing the plans. But know when to stop asking for advice.

20. Give a personal thanks to those who participated in the evaluation, insofar as possible. People have given up some part of their time to assist in the evaluation.

ABSTRACT
SUPPORTIVE SERVICES
GEORGE LAWREY
IOWA DEPARTMENT OF PUBLIC INSTRUCTION

SUPPORTIVE SERVICES, IOWA DEPARTMENT OF PUBLIC INSTRUCTION

Note: A presentation of resource information available from agencies (similar informatoon is also available in other states) was presented by Mr. Lawrey.

This is information needed for planning of programs. The whole planning program is really an evaluation cycle. There are two items needed in every program planning project. These are:

1. Needs of the people, and
2. Available resources at the disposal of the planner.

These two items must be taken into consideration and blended for the delivery of a service system. When doing planning you must also consider the constraints to your system. Constraints might exist as local, state, or federal policies.

After considering the constraints on the system, you are back to the alternatives for melting needs with resources available. From this point you can begin to develop objectives. You should proeeed from objectives to formation of instructional plans, to evaluation and then back to the beginning step of looking at needs and resources.

Some things to consider when looking at people's needs are:

the manpower component; labor supply and demand

population needs; age levels, sex, educational levels of people

minority groups and special needs, veterans, and handicapped

social adjustment; prisoners, mental patients, dropouts, unemployed, and underutilized

rural and urban areas

migration trends

Things to consider when looking at resources:

staff; what is available in public and private institutions

what supportive staff is available (teacher aids)

what administrative and supervising personnel is there

what physical set up is available

what time is available (staff and volunteers)

staff development; how much in-service is needed

advisory committee; should you have people from the community

There are some resources available in the form of data collections. One is Career Education Needs Information System. Information is collected on four components:

1. Labor demand
2. Labor supply
3. Student interest
4. Student outcome

The labor demand tells where people are being prepared to work and what formal training they are getting. This collection includes information on 300 occupations. The labor supply is collected from the employers viewpoint. These components give a profile for education planners. The labor supply reflects where people are being prepared to work, now. The student interest is from 11th and 12th graders and gives their primary occupation choices. The student outcomes gives a three year follow-up for those who have terminated from an occupation program. It gives the number employed in the field, out of the field, and also the number unemployed.

This type of information would provide a guide for planners in the occupational area. Iowa has a priority list put out for each year. This would also be a guide as to which training areas are in the biggest demand. A priority program ranking is published for all areas of Iowa

and gives manpower needs in reference to replacement and expansion influences. It also gives the students available with this training to meet these needs. With these things in mind an occupational rating is given to each occupation.

The Career Education Management Program gives information about Iowa in a planning assessment project. This is the state plan for administration of Career Education in order to meet the needs of people and employment. The Job Service of Iowa has a publication on the occupational outlook for 1975-1980. It gives the distribution of occupations with the greatest needs for personnel. The Employment Security Agency has information which provides the industrial outlook in the labor market. Also available to planners is a data summary on Iowa income. Iowa Revenue service would be able to tell the areas of low income in the state. The Department of Social Services could tell you who gets assistance payment, the blind and disabled, and the intensity and location of the low income.

All these resources could aid the planners of occupational programs in identifying the needs of the target population. These resources might also give clues on how to meet these needs.

Iowa State Plan for the administration of Career Education, Part II, 1976-1980

Prioritizing Iowa's Training Needs, Department of Public Instruction

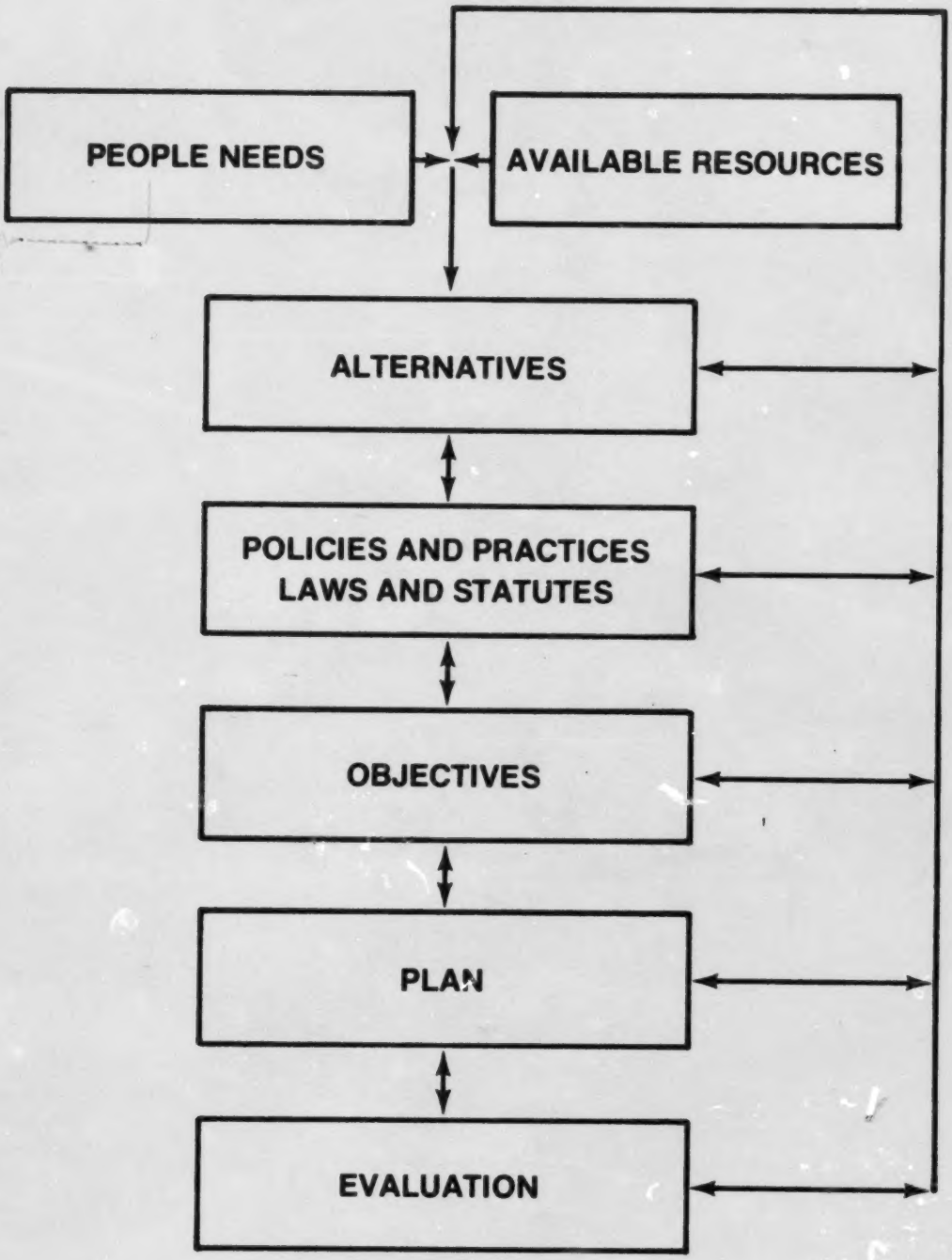
D.O.T./O.E. Conversion Table

Career Education Needs Information System Inte face Summaries - 1975

Occupational Outlook for Iowa, 1975-1980, Iowa Employment Security Commission

Annual Report on State and Area Occupational Requirements for Vocational Education, Fiscal Year 1977, Iowa Employment Security Commission

Data Summaries, Low Income Individuals in Iowa School Districts and Counties, Department of Public Instruction


PEOPLE NEEDS
AVAILABLE RESOURCES
ALTERNATIVES
POLICIES AND PRACTICES
LAWS AND STATUTES
OBJECTIVES
PLAN
EVALUATION

PEOPLE NEEDS DATA

- MANPOWER REQUIREMENTS
  - LABOR DEMAND
  - LABOR SUPPLY
  - STUDENT INTERESTS
- POPULATION NEED FACTORS
  - AGE LEVELS
  - SEX
  - EDUCATIONAL LEVELS
    - ELEMENTARY
    - SECONDARY
    - POSTSECONDARY
    - ADULT
- MINORITY GROUPS
- VETERANS
- WELFARE RECIPIENTS
- HANDICAPPED
- LOW SCHOOL ACHIEVER
- ECONOMIC STATUS
- SOCIAL ADJUSTMENT
- DROPOUTS
- UNEMPLOYED
- UNDERUTILIZED
- RURAL AREA
- URBAN AREA
- MIGRATION TRENDS

RESOURCES DATA

STAFF RESOURCES (PUBLIC AND PRIVATE)
- PROFESSIONAL
- SUPPORT
- ADMINISTRATION AND SUPERVISION

PHYSICAL RESOURCES (PUBLIC AND PRIVATE)
- FACILITIES
- EQUIPMENT
- MATERIALS

TIME

FINANCIAL RESOURCES

PROGRAMS, SERVICES, ACTIVITIES (CURRENT)

STAFF DEVELOPMENT (PRE-SERVICE, IN-SERVICE TRAINING)

COMMUNITY RESOURCES
- ADVISORY COMMITTEES
- COMMUNITY SUPPORT

CAREER EDUCATION NEEDS INFORMATION SYSTEM
(CENIS)
LABOR DEMAND
LABOR SUPPLY
STUDENT INTEREST
STUDENT OUTCOMES
INTERFACE

LABOR DEMAND SURVEY

5,600 EMPLOYER SAMPLE (STATEWIDE) - 5915, CENIS II

SEPARATE SURVEY FOR EACH AREA — 82% Usable Response

OVER 300 OCCUPATIONS

(LESS THAN BACCALAUREATE DEGREE)

DATA RESULTING

- CURRENT EMPLOYMENT
- LABOR DEMAND = 1, 2, 5 YEARS
- REPLACEMENT-EXPANSION
- PERCENT CHANGE

LABOR SUPPLY SURVEY

CAREER EDUCATION

CETA

BUSINESS AND INDUSTRY

PRIVATE SCHOOLS

DATA RESULTING

- OCCUPATIONAL PROGRAM ENROLLMENTS
- OCCUPATIONAL PROGRAM COMPLETIONS

STUDENT INTEREST SURVEY

7% Sample, 11th, 12th Graders

Survey in Each Merged Area

All Public, Most Private School Districts Included

Data Resulting

Number of Students Indicating Primary Occupational Choice

Future Plans

Four Year College

Two Year College

Full-Time Employment

Private Trade/Technical School

STUDENT OUTCOMES

(Three-Year Follow-Up Survey)

Terminees from Occupational Programs

All Area School Students, 1/2 Secondary Students fr. 1970-71

Data Resulting

In Field Trained

In Related Field

In Unrelated Field

In State

Out of State

Average Working Wage

Attitude Toward Training

CENIS INTERFACE – FY 1976

~~OCCUPAT.~~ CLUSTER TAXONOMY	~~PROGRAM~~ CLUSTER Title	CURRENT EMPLOY.	LABOR DEMAND	LABOR SUPPLY	NET DEMAND	STUDENT INTEREST	STUDENT FOLLOW-UP
~~DOT-CODE~~ ~~DOT-TITLE~~	~~OE-CODE~~ ~~OE-TITLE~~			CAREER EDUC.		1st CHOICE	PERCENT COMPLETI AVAILABLE FOR WORK PERCENT EMPLOYED CONTINUIN EDUCATIO
17.2306	Welding	6104	2533	CETA PRIVATE SCHS. PRIVATE BUS.-INDUS. TRNG.	909	777	95% Comp. 50% Plcmt
				1624			

COMPONENT	MAX. POINTS
I. MANPOWER NEEDS	30
II. AVAILABLE OF STUDENTS	
A. STUDENT INTEREST	20
B. STUDENT NEED	20
III. PROGRAM EFFECTIVENESS	
A. ATTRITION	10
B. PLACEMENT RATE	10
C. COST/BENEFIT	10
TOTAL	100

PRIORITY PROGRAM RANKINGS

Rank Order	Taxonomy and Program Area Name	Points Allocated						Total Point
		Manpwr. Needs	Student Availability		Program Effectiveness			
			Inter.	Need	Attrit.	Place.	Cost/Bnft.	
72	17.2306 WELDING	10	0	14	5	0	10	39

CAREER EDUCATION MANAGEMENT INFORMATION SYSTEM

- Computerized data collection and retrieval system-yielding program and summary information on enrollments, program costs, and related data.

- School submit data at regularly scheduled intervals, for budget approval, reimbursement, and other enrollment periods.

- Data can be extracted by individual school district, program, instructional level, funding source, type of program (career awareness and exploration, preparatory, supplementary, etc.) or statewide composites of program information.

- Data are processed, tapes prepared, and then transferred to the Comptroller's Office for inclusion into the state computer system. Access into this system is available to DPI staff members via a special request procedure.

EDUCATIONAL IMPLICATIONS OF CETA
CHARLES R. MOENCH
IOWA DEPARTMENT OF PUBLIC INSTRUCTION

EDUCATIONAL IMPLICATIONS OF CETA

The Comprehensive Education and Training Act known as CETA is an important resource that adult educators should be familiar with. Most educators are already familiar with the former Manpower Development and Training Act (MDTA) and, since the termination of this Act, CETA may be considered a successor to this program. Both of these acts have as a major purpose the provision of job training and employment opportunities for the economically disadvantaged and for unemployed and underemployed citizens. MDTA was initiated in 1962 and terminated in 1973. The MDTA programs were administered through the Employment Security Commission and the departments of education. The Employment Service Commission was responsible for determining occupational training needs, selecting trainees and the payment of stipends. The state education departments provided assistance to potential sub-contractors in the development of training programs requested by the Employment Security Commission.

CETA, initiated in fiscal year 1975, is a program of revenue sharing legislation with a major purpose of decentralizing manpower programs. It combines in one comprehensive program many of the former functions of both OEO and MDTA.

In summarizing the CETA Act, it is necessary to identify the major titles. Title I is a comprehensive manpower services program. This includes outreach, assessment, counseling, classroom training, on-the-job training, stipends to clients, and supportive services. Eighty percent of the funds in Title I are distributed to the prime sponsors in each state.

Title II is the public service employment program. This program provides unemployed citizens with transitional employment in jobs providing needed public services. The funds are released to prime sponsors when the unemployment rate within an area reaches 6.5% for three consecutive months. Employers are required to sign a contract that indicates that they will attempt to continue employment after the CETA reimbursement ceases.

Title III provides for special federal responsibilities. These responsibilities include a provision that the federal government make funds available to provide additional manpower services to special targeted groups. These groups include youth, offenders, migrants, older workers, and Indians. Funds are available in Title III for research, training, and evaluation projects.

Title IV provides for a job corp, Title V for the National Manpower Commission, and Title VI for public service employment. The latter title includes temporary emergency employment to September of 1976.

CETA is administered through the Department of Labor which designates prime sponsors in each state. These prime sponsors are based on local governemnt agencies with a population base of 100,000 and the prime sponsor is responsible for admnnistering CETA programs with the intent of providing for the local planning of these programs. In Iowa we have six prime sponsors. These prime sponsors provide operation and planning staffs and are assisted by advisory committees. The prime sponsors attempt to determine the types and mix of programs required in their area. Each of the prime sponsors each year develops a plan that is submitted to the Department of Labor for funding. Currently, we have some twenty million dollars in CETA funds flowing into Iowa on a state-wide basis.

The CETA program has at least one very direct relationship to our educational efforts foradults. This relationship occurs through the vocational education services funds. The Governor, as the State prime sponsor, applies for a special grant which includes funding for vocational education services (sometimes referred to as 5% funds), state manpower services, and the staffing for state manpower services. The vocational education services funds are administered through the Department of Public Instruction. The Department develops non-financial agreements with the prime sponsors to determine the manner in which these funds will be used.

During the current year, an amount was allocated to each of the six prime sponsors. This amount was allocated on a formula that included such factors as:

50% was based on the past year's allocation,

37 1/2% was based on the number of unemployed citizens in the area served by the prime sponsor,

12 1/2% was based on the number of adults in families with an annual income below the low income level.

Funding for the vocational education services grant to the Department was $805,000 for fiscal year 1975 and $750,000 for fiscal year 1976. During fiscal year 1975, the program was implemented rather late in the fiscal year and consequently, there was insufficient time to plan to expend all of the funds allocated. Consequently, some $450,000 has been carried over to fiscal year 1976.

The Department of Public Instruction has attempted to implement the administration of the Vocational Education Services Funds in such a way that these funds are coordinated to the maximum with other programs intended to serve similar populations. Consequently, an effort has been

made in Iowa to utilize the vocational education services funds in Iowa's area schools. As you probably already know, Iowa's area schools are part of a state-wide system of post-secondary, two-year institutions under the overall governance of the State Board of Public Instruction. These institutions implement the primary thrust for vocational education at the post-secondary level in Iowa and receive considerable state and federal vocational funds as well as much of the vocational funds allocated for special needs students. In addition, each area school has an agreement with the vocational rehabilitation branch which provides at least one or more vocational rehabilitation counselors in each area school.

The decision to implement CETA programming through the area schools is intended to provide better coordination and cooperation between the CETA efforts and the ongoing commitments of the area school which not only includes the full-time preparatory vocational programs but a variety of additional programs for adults and students with special needs.

The vocational education services funds administered through the Department will be used for training purposes. The present non-financial agreements do not provide for utilizing these funds for allowances although this is permissable under the Act. We anticipate that each of the prime sponsors will use their own Title I funds for allowances thereby allowing the Department of Public Instruction to utilize all of the vocational education services funds for educational training. We feel these funds should be committed for training and related types of educational services.

Our initial non-financial agreements with prime sponsors envision that we will use the vocational education services funds through a system of individual referrals to on-going programs in area schools with the exception of one prime sponsor. This prime sponsor is a consortium of

local governments in central Iowa that contracts with the Des Moines Area Community College for the operation of a skills center; this center is a continuation of a former skill center operated with the assistance of MDTA funds. We felt a system of individual referrals would be the most economical procedure to use since it would require a relatively small staff in the state educational agency to administer and would place students in schools and programs that have already been reviewed and approved by the Department. (All area schools are approved through an approval procedure similar to regional accreditation approval). It also provides access to a very comprehensive program of services, within each local merged area in close geographical proximity to the citizens served. These services in area schools include the full-time preparatory vocational programs, the short-term preparatory vocational programs, adult programs for high school completion, the college parallel courses that may be required by individuals including the career-option programs that provide training for immediate employment, developmental and remedial courses and programs that may be required by individual students, and a variety of career exploration and assessment programs. In addition, the area schools can provide counseling and other needed student services.

The basic cost for the aforementioned programs is the individual tuition charged by each area school, which for a full-time student for a school year is approximately $400 and much less for many of the programs. Payments are made directly to the area school from the Department. This provides prime sponsors with access to a comprehensive program of services already reviewed and approved by the State educational agency at a most reasonable cost and within easy commuting distance of most citizens.

(Of course any student may attend any of the area schools -- insuring access to all programs regardless of where the student resides.)

Our program also envisioned a linkage and cooperation with other programs such as our on-going efforts in vocational education, the greatly expanding efforts for special needs students funded with special needs vocational funds, vocational rehabilitation services offered through our agency and the individual area schools, the adult programs administered by area schools and funded to some extent with reimbursement funds from adult basic education and our supplementary vocational funding, individual learning centers, and career assessment centers and the exploration opportunities now provided.

Unfortunately, in structuring our programs, we failed to take into account the necessity for making numerous contacts to insure that appropriate individuals in area schools and prime sponsors were able to communicate about needs of students and programs available. We assumed that certain types of information and contacts were available since we requested area schools to identify a CETA coordinator. Although these assumptions were correct up to a point, we did discover that considerable additional efforts were required to further strengthen knowledge about the resources available to CETA clients in area schools. The Department has since made a determined effort to provide additional information particularly to staffs in area schools and to identify appropriate resource individuals that should be in contact with individuals representing the prime sponsor.

Although our initial plan provided for individual referrals into on-going programs, this approach has not been as successful as we would like. This approach apparently has some limitations. We have now found that we will need to supplement our individual referrals with the approval

of classroom training and special experiences designed for groups of CETA clients. These efforts will be made wherever necessary to insure that clients will have services available within a reasonable amount of time and also to insure that needed experiences can be made available even though the on-going programs may not have sufficient learning stations to meet the needs of a relatively large group of clients.

Our major goal in utilizing the vocational education services funds is to enable each prime sponsor to have a comprehensive program of low cost services available to CETA clients primarily on an individual basis and available within fifteen days of referral to the appropriate area school.

We also hope to create an environment in which local public agency educators are more cognizant of the objectives of CETA and in a better position to work with CETA staffs at the state and local level to better coordinate activities and services to meet the needs of under-employed and unemlpoyed citizens and reduce possible opportunities to duplicate services that now already exist -- thereby maximizing services in the most economical manner.

APPENDIX

FLOW CHART ADMINISTRATION

Preliminary	Development	Implementation
1st Month Establish Advisory Committee	Develop Course Objectives	Program Evaluation
5th Month Establish Goals- Develop Philosophy	Develop Instruction Analysis	Conduct Staff Evaluation Program
5th Month Establish Goals-Objectives	Conduct Task Analysis of Each Job	Student Evaluation
2nd Month Establish Broad Funding Guidelines	Determine Student Entrance Requirement	Program Follow up
3rd Month Research Company Job NEEDS	Student Recruitment	
Identify Facilities	Identify Staff Qualifications	
Identify Instructional Equipment	Conduct a Staff Search	
Establish Funding Committments	Develop Staff In Service Program	
Determine Time Frame For Instruction	Conduct Staff In Service Program	

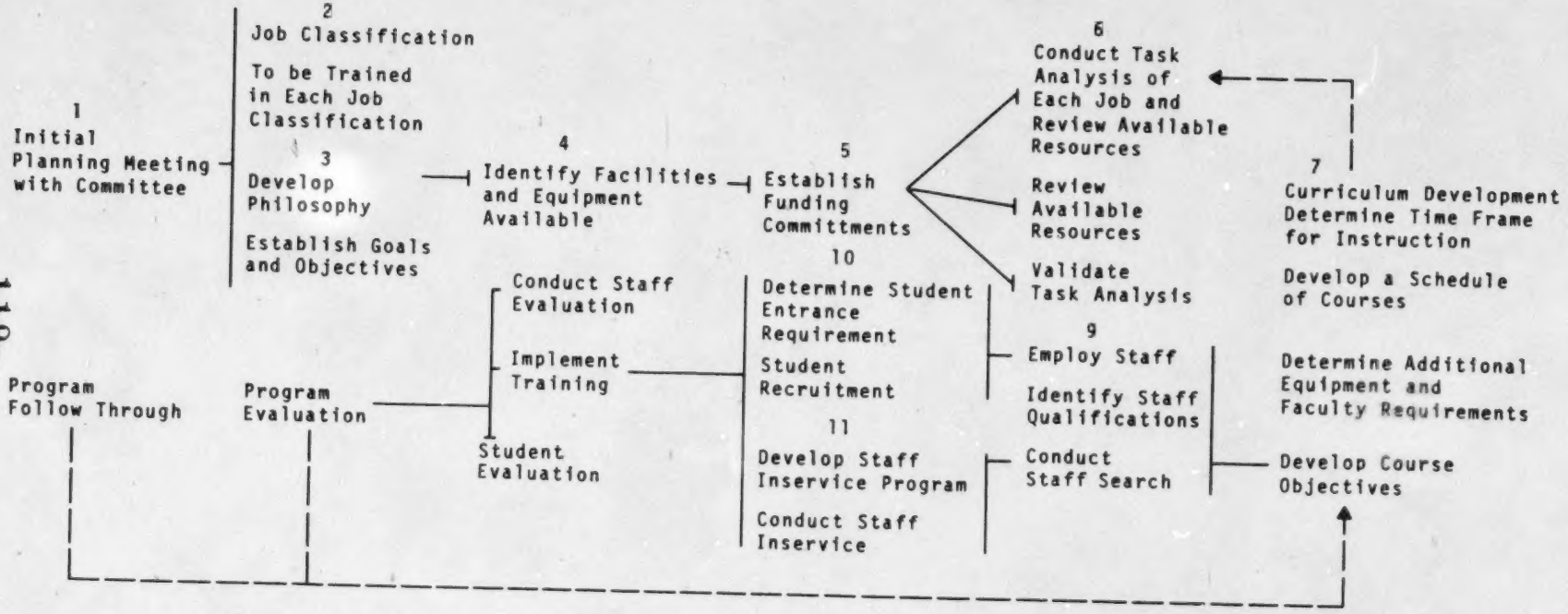
Time Schedule

Preliminary: 4-1-76 to 10-1-76

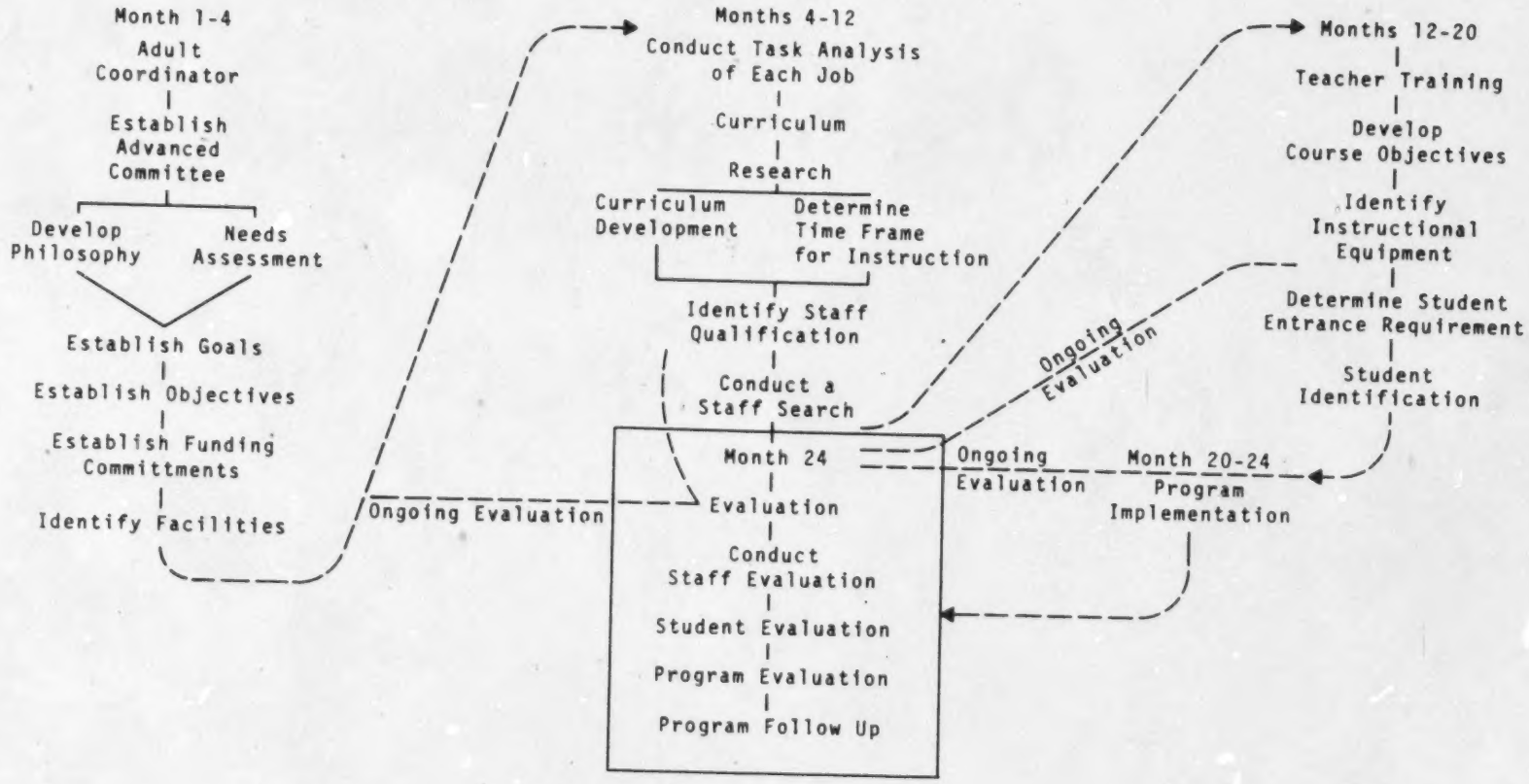
Development: 10-1-76 to 4-1-77

Implementation: 4-77 to 9-1-77

FLOW CHART TECHNICAL AND INDUSTRIAL

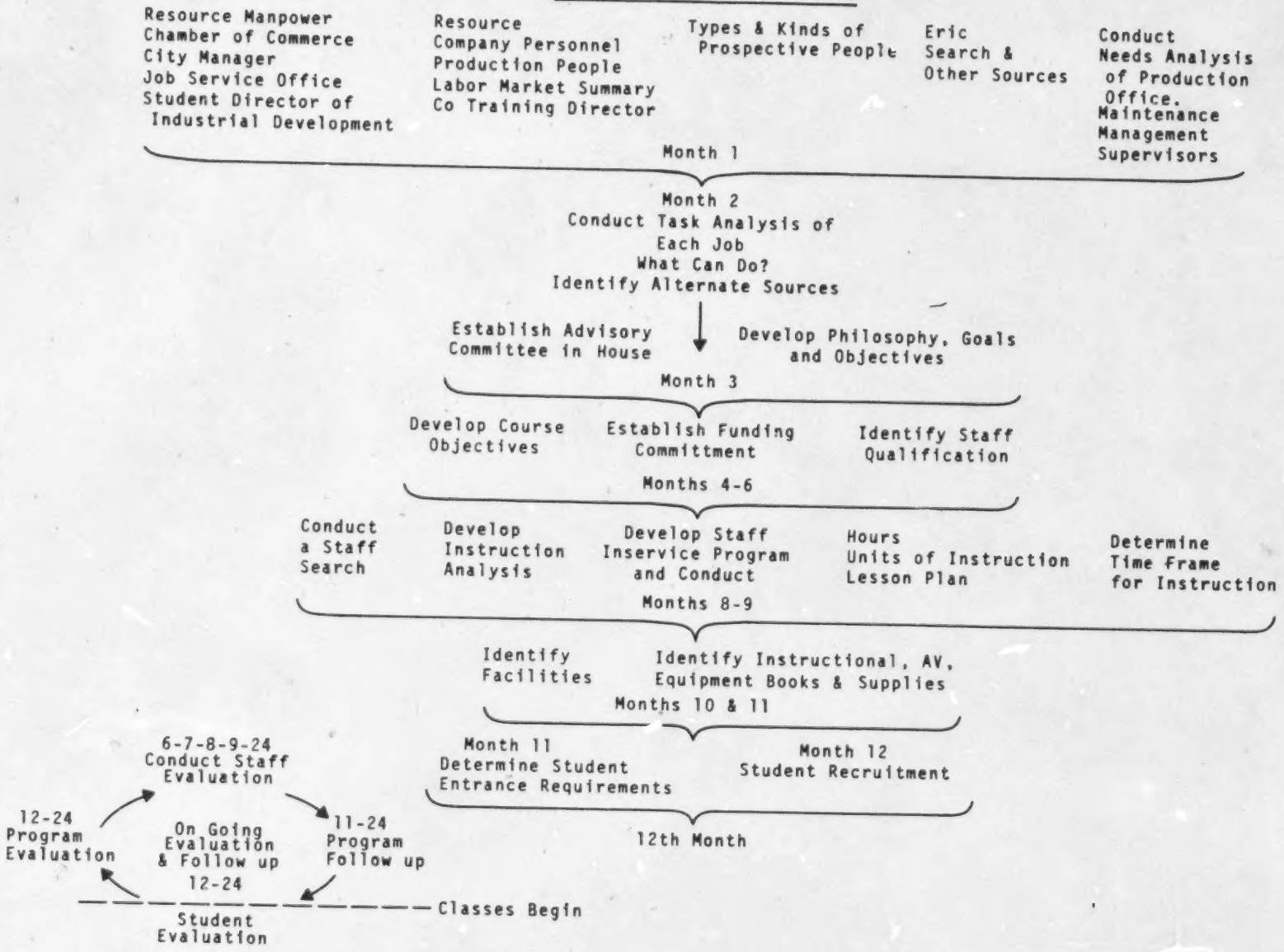


FLOW CHART HOME ECONOMICS HEALTH



FLOW CHART BUSINESS EDUCATION

EOP for HUDI Pump Company



EVALUATORS REPORT ON A FOUR-STATE REGIONAL INSTITUTE
FOR
SELECTED ADULT, SUPPLEMENTARY, AND VOCATIONAL EDUCATION
DIRECTORS AND COORDINATORS

INTRODUCTION:

The outside evaluators for the Four-State Regional Institute were: Mr. Ron McIntyre, Chemplex Corporation, Clinton, Iowa; Dr. Robert Scott, Kansas State University, Manhattan, Kansas; and Dr. Frank Drake, Missouri State Department of Elementary and Secondary Education, Jefferson City, Missouri.

Through the Iowa State University staff, the conference evaluators had free access to all pre- and post-conference materials. This included a review of the E.P.D.A. proposal for the Institute, the reading of the minutes of the Four-State Content Implementation and Assistance Council, a summary of the Participant Pre-Conference Expectation Questionnaire, a review of the Participants Daily Evaluation Rating Sheets.

The evaluation team completed a composite Daily Evaluation Evaluators Instrument at the end of each day. The team also filed the Outside Evaluators Adult Supplementary Education Leadership Conference Post-Workshop Evaluation as a composite report at the close of the conference. These documents are intended to augment this final report.

The evaluation team members attended all general sessions and rotated individually through each of the small discussion groups during the conference. Of significant benefit to the evaluators was the observations and interactions with participants in the halls, during coffee breaks, at lunch and informal buzz sessions which occurred in the evenings.

The evaluation team members noted the superior planning efforts which undergirded the conference. These efforts on the part of the Iowa State staff were rewarded with a smooth operating conference which encountered only few problems of little significance. A contributor to the overall success of the sessions was the outstanding conference facilities. The meeting rooms and other accommodations were excellently suited for the purposes of the conference. Team members also cite the high quality cadre of resource personnel whose presentations were thoughtfully received by the participants. Finally, the team felt a very significant contribution to the success of the conference was made by the participants themselves. These participants were extremely high caliber individuals who brought a wealth of experience, albeit diverse, to the interaction phase of the small group discussion.

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EVALUATION OF CONFERENCE OBJECTIVES:

From the pre-conference work-up materials available, the Evaluation Team was able to follow the development of program objectives from conception. It was evident that much time and effort were put into this most important aspect of conference organization. Breadth of definition appears to be carefully monitored to assure that each participant could find an opportunity for a learning experience.

Pre-conference interest was checked, noted and utilized to set up a participant's specific need conference. Care was observed that the objectives only be minimally restrictive. Sufficient latitude for maximum information exchange appeared to be an integral part of the stated objectives.

The Evaluation Team understood the overall conference purpose to be, "To provide a learning experience for the participants toward development of the most productive understanding of the job of Adult Education Director/Coordinator so they can provide more efficient, timely, adequate, well-designed programs to assist their community in total development through the educational system." All objectives centered from this mission, and in view of better than 80 percent return of pre-conference objective interest questionnaires with an average interest index of four on a scale of five (five being highest), a great deal of participant concern was evident. As the conference progressed, it was also clear to the Evaluation Team that the participants intended to remain open-minded on specific pre-conference goals of their own and maintain a posture of high expectation of a sharing and learning experience.

The Evaluation Team is in agreement that an excellent job of objective preparation, written detail, communication, and follow-up was accomplished and that a significant number of expectations were met (94 percent of critique ratings were satisfactory or better) and the conference should be rated well above average.

OPPORTUNITIES FOR PARTICIPANTS INTERACTION:

The opportunities for participant interaction and discussion were great. The conference participants were composed of many strong individuals, even though some of whom had over 30 years of professional experience and others had less than a single year. As a result of this beinging together of strong people, some difference of opinions could naturally be expected. But in the main, conflicts were held to the minimum. There was a good mix of subject matter (service area backgrounds) experts which surely lended itself to lively discussions.

Originally, participants were randomly assigned to discussion groups, but later, people were reassigned to other groups in order to facilitate more discussions as well as allowing for more numerous personal contacts among the conference membership. The conference leadership should be commended for recognizing the opportunity and using it to better serve the overall goals of the program.

Many different group leaders and discussion facilitators did emerge during the course of the conference. Some individuals did not choose to become freely involved in the discussion until late in the week's activities, but this was alright. When they did feel free and confident enough to respond, their remarks were readily accepted. All group leaders made a valiant effort to bring all participants into the discussion and most succeeded very well.

There appeared to be some reluctance by most people to serve as group leaders and reporters. This is somewhat difficult to understand since a strong helping relationship appeared to be present. This minor problem was somewhat alleviated as the conference progressed and the participants became better acquainted with one another.

The name roster of participants was an excellent means of extending the opportunity to maintain contact even after the conference had drawn to a formal close. There was an evident indication of openness to accept other ideas and different ways of accomplishing various tasks.

Many opportunities were provided to share and exchange information not only with formal discussion periods but also in the hallways of the Continuing Education Center, around the coffee pot, and during the evening hours. The participants took good advantage of the occasion to ask for points of clarification from the program's main speakers. It should also be noted that these speakers should be congratulated for the candor in responding to questions.

There was general agreement among the Evaluation Team that this phase of the conference was very well planned and the implementation can not be critized.

SUGGESTIONS FOR IMPROVING THE CONFERENCE:

1. Evaluation team members wish to call attention to the critical role that leadership plays in the all important small group discussions. So important is this role that it should not be left to chance. It is acknowledged that there are considerable leadership skills which a wise discussion leader may employ to draw all participants into the discussion/interaction. Since the participant membership in the small groups was changed more than once, some valuable time was lost while the group organized itself and elected a discussion leader. It is noted in passing that the participants were pleased when the discussion groups were reorganized. This added to a benefit of permitting individuals to exchange ideas with a broader range of participants. The evaluation team recommends that for future conferences which utilize small group discussions, consideration be given to pre-identifying the discussion leader. In so doing, a person with known leadership skills could be pre-selected and would offer the following potential advantages:

   a. Conference time could be saved by eliminating the process of allowing the group to elect the discussion leader.

   b. Each participant could be drawn into the interaction sessions.

   c. The leader could have advance time to become familiar with the objectives and expected outcomes of the small group discussion.

2. The evaluation team felt that on a few occasions the objectives and instructions for the small group activities were not clearly understood. The team felt that at least two options could be exercised in an attempt to strengthen future conferences. First, careful attention must be given to the writing of the enabling objectives and subsequent instructions for group activities. These should be written in such a way that they are subject to the fewest possible interpretations by the group. Second, the team felt that an available resource person could have speeded up the attainment of an objective for the small groups. This observation is restricted to no more than two sessions where the evaluators noted that the technical content presented problems for the participant. An available resource person could have aided the participant in making the transition from theory to practical application.

3. When reviewing the evaluation sheets it may be noted that the evaluators and participants alike were more critical of

the panel discussion than any other phase of the conference presentations. Obviously, it is compoundingly more difficult to select four presenters and hold the focus of their presentations toward the desired objective in any particular session. Among the panel members there was some considerable variation regarding the degree to which each contributed to the session objective. Many contributed in a significant fashion while others missed the mark completely. For future conferences the evaluators bring forth an ancient caution - develop the session objective first, write the specific enabling objectives next, and if a panel discussion is the best strategy, select panel members carefully. Make sure that the member can contribute to the attainment of those objectives.

SUMMARY:

The Conference was very well planned and programmed in order to insure the greatest amount of learning in the shortest possible amount of time. Although some improvement has been cited for future undertakings, it was the general opinion of the Evaluation Team that this conference has justifiably earned an "A" rating.

ADULT SUPPLEMENTARY EDUCATION LEADERSHIP CONFERENCE

DAILY EVALUATION
EVALUATOR'S INSTRUMENT

DATE 3/29/76
PRESENTATION DR. DuBOIS
NAME OF EVALUATOR McIntyre, Scott, Drake

Please evaluate the daily presentation on the following items using the following rating scale:

A- above average ; S- satisfactory; U- unsatisfactory

I. Presentations

Did the presentation focus on the specific objectives of the conference?	S
Was the information presented in a usable manner?	S
Was the speaker sensitive to the unique and specific needs of the audience?	S
Were there indicators that the speaker was concerned with the specific issues of this particular group?	S
Did the speaker respond adequately to the participants questions?	S

COMMENTS: Theoritical base exceptionally strong. Presentation lacked enough illustrations for practical application. Visuals, citing examples of needs assessment approaches/instruments could have enhanced the presentation.

II. Participants

Please evaluate at least one of the discussion groups that will follow each presentation. Observe with one group long enough to be able to tell whether the discussion group is accomplishing its desired purpose.

	GROUP	
Were the participants actively involved in the small groups?		
Was there opportunity for all participants to have input?		A
Were the topics aligned to the interest of the participants?		A
Were the purposes of the small groups clearly defined so that groups had directions for what was their goal?		S
Were adequate resources available for the groups?		A
		S

COMMENTS: A possible alternative would be to pre-identify the discussion leader and recorder. The small group discussions were excellent. Three of four groups did prepare a model which indicated procedures for needs assessment. The objective was substantially met.

ADULT SUPPLEMENTARY EDUCATION LEADERSHIP CONFERENCE

DAILY EVALUATION
EVALUATOR'S INSTRUMENT

DATE 3/29/76
PRESENTATION PANEL AND SMALL GROUP (2:00-4:30)
NAME OF EVALUATOR McIntyre, Scott, Drake

Please evaluate the daily presentation on the following items using the following rating scale:

A- above average ; S- satisfactory; U- unsatisfactory

I. Presentations

Did the presentation focus on the specific objectives of the conference?	S
Was the information presented in a usable manner?	S
Was the speaker sensitive to the unique and specific needs of the audience?	S
Were there indicators that the speaker was concerned with the specific issues of this particular group?	S
Did the speaker respond adequately to the participants questions?	S

COMMENTS: Presenters well prepared and organized.

II. Participants

Please evaluate at least one of the discussion groups that will follow each presentation. Observe with one group long enough to be able to tell whether the discussion group is accomplishing its desired purpose.

	GROUP	
Were the participants actively involved in the small groups?		S
Was there opportunity for all participants to have input?		S
Were the topics aligned to the interest of the participants?		S
Were the purposes of the small groups clearly defined so that groups had directions for what was their goal?		S
Were adequate resources available for the groups?		A

COMMENTS: Suggest a wider geographic spread to include panel personnel from other states.

OE 6017 757

ADULT SUPPLEMENTARY EDUCATION LEADERSHIP CONFERENCE

DAILY EVALUATION
EVALUATOR'S INSTRUMENT

DATE 3/30/76
PRESENTATION DR. KING AND SMALL GROUP
NAME OF EVALUATOR McIntyre, Scott, Drake

Please evaluate the daily presentation on the following items using the following rating scale:

A- above average ; S- satisfactory; U- unsatisfactory

I. Presentations

Did the presentation focus on the specific objectives of the conference? A

Was the information presented in a usable manner? A

Was the speaker sensitive to the unique and specific needs of the audience? A

Were there indicators that the speaker was concerned with the specific issues of this particular group? A

Did the speaker respond adequately to the participants questions? S

COMMENTS: Presenter was extremely well organized. This was immediately recognized by participant group and increased their motivation. This was the best presentation in the conference thus far.

II. Participants

Please evaluate at least one of the discussion groups that will follow each presentation. Observe with one group long enough to be able to tell whether the discussion group is accomplishing its desired purpose.

	GROUP	
Were the participants actively involved in the small groups?		A
Was there opportunity for all participants to have input?		A
Were the topics aligned to the interest of the participants?		A
Were the purposes of the small groups clearly defined so that groups had directions for what was their goal?		S
Were adequate resources available for the groups?		S

COMMENTS: Speakers presentation could have been reinforced by the presence of Dr. King or his assistants in the small group discussion. Groups needed some assistance in making the transition to practical applications.

ADULT SUPPLEMENTARY EDUCATION LEADERSHIP CONFERENCE

DAILY EVALUATION
EVALUATOR'S INSTRUMENT

DATE 3/30/76

PRESENTATION PANEL AND SMALL GROUP SESSIONS

NAME OF EVALUATOR McIntyre, Scott, Drake

Please evaluate the daily presentation on the following items using the following rating scale:

A- above average ; S- satisfactory; U- unsatisfactory

I. Presentations

Did the presentation focus on the specific objectives of the conference?	U
Was the information presented in a usable manner?	S
Was the speaker sensitive to the unique and specific needs of the audience?	S
Were there indicators that the speaker was concerned with the specific issues of this particular group?	S
Did the speaker respond adequately to the participants questions?	S

COMMENTS:

II. Participants

Please evaluate at least one of the discussion groups that will follow each presentation. Observe with one group long enough to be able to tell whether the discussion group is accomplishing its desired purpose.

	GROUP	
Were the participants actively involved in the small groups?		A
Was there opportunity for all participants to have input?		A
Were the topics aligned to the interest of the participants?		S
Were the purposes of the small groups clearly defined so that groups had directions for what was their goal?		S
Were adequate resources available for the groups?		S
		S

COMMENTS: Panel seemed to contribute little to the achievement of the stated objective. Panel gave attention to "in-classroom" activities rather than program quality and staff.